

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

**Whitmore Charter School of Arts and Technology
Local Control Accountability Plan
2016-2017 through 2018-2019**

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Introduction:

Developed in consultation with stakeholders representing students, families, the community, and staff, the Whitmore Charter Local Control Accountability Plan provides transparency regarding the goals, actions, services, and budget to fulfill the Whitmore Charter School of Arts and Technology (WCSAT) priorities, vision, and mission of the Board of Trustees.

Priorities: The Board of Trustees prioritizes decisions based on the needs of students, families, and staff, strategically allocating fiscal and personnel resources to achieve the vision and mission of the district.

Vision: All students academically prepared to achieve their full potential, supported by and contributing to the community.

Mission: Provide quality instruction and support programs resulting in equitable achievement and college and career readiness for every student with the inclusion of the arts.

In 2015-2016, 43.6% of WCSAT students were eligible for the federally funded Free and Reduced Lunch Program, a poverty indicator determined by the California Department of Education. 7.8% of WCSAT students are classified as English learners, and the Local Control Funding Formula Unduplicated Count of students is 45.7%.

As a result of analysis of data detailing the demographics, goals, outcomes, metrics, and results, and consultation and engagement with stakeholder groups, the 2015-2016 Whitmore Charter Local Control Accountability Plan has been evaluated and the goals, actions, and services have been updated for the Whitmore Charter School of Arts and Technology 2016-2017, 2017-2018, and 2018-2019 school years.

The actions and services within this Local Control Accountability plan are designed to increase and improve services for high needs students, including low income, English learners, and foster youth. Our focus is to grow services in both quality and quantity to serve our students and families in equitable learning environments designed to close barriers and eliminate the soft bigotry that is a consequence of low expectations (Muhammad, 2015).

As Dr. Anthony Muhammad emphasizes in his book Overcoming the Achievement Gap Trap, in high achieving schools, internal and external obstacles are viewed as “challenges and opportunities for growth and to do what is perceived as impossible...they recognize that students are not **at risk** but...**school dependent**. *They believe that with the right guidance, resources, and enough time, ALL students can become academically and socially successful*”. This is a belief at the core of the goals, actions, and services of the Whitmore Charter Local Control Accountability Plan.

The Whitmore Charter School of Arts and Technology (WCSAT) Local Control Accountability plan is developed for this individual school. With a 45.7% unduplicated count of students, the goals, actions, and services of this LCAP have been developed with the needs of school-dependent children in mind. The percentage of unduplicated students exceeds 40%; therefore, the actions and services in this Local Control Accountability Plan are provided on a schoolwide basis, with the supplemental dollars principally directed toward meeting the needs of school-dependent students.

Utilizing the ongoing process of stakeholder involvement, WCSAT will continue to implement, evaluate, and revise the goals, actions, and services within the LCAP, using specific outcomes, metrics, and results to inform actions and services in 2016-2017 and beyond. The voices and experiences of WCSAT students, families, community members, and staff are critical in the ongoing cycle of reflection, planning, and evaluation needed as we work toward closing expectation and achievement gaps and achieving the Whitmore Charter mission to provide quality instruction and support programs resulting in equitable achievement and college and career readiness for every student with the inclusion of the arts.

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Members of LCAP stakeholder groups were actively involved and consulted in the evaluation of the 2015-2016 LCAP and in the development of the 2016-2017 through 2018-2019 Whitmore Charter School of Arts and Technology (WCSAT) Local Control Accountability Plan.</p> <p>These groups included representatives from all numerically significant district subpopulations.</p> <p>Specific WCSAT LCAP Stakeholder groups include:</p> <ul style="list-style-type: none"> • Student group • Parent Advisory • Classified Staff and Certificated Staff • Ceres Unified Teachers' Association-consultation • School Site Council/English Learner Advisory Committee (SSC/ELAC) <p>Meeting 1: Held in December 2015 and January 2016 with each of the Stakeholder groups. Review of LCFF and LCAP regulations and the importance of stakeholder feedback. Presentation of the major areas of implementation for the 2015-2016 Local Control Accountability Plan, including budgeted funds and expenditures.</p> <p>Meeting 2: Held in March 2016 with each of the Stakeholder groups. Presentation of data relative to each of the goals' outcomes, metrics, and results for the 2015-2016 LCAP to date. Stakeholders provided verbal and written feedback regarding areas of strength, what should be continued, and what should be increased or improved.</p> <p>Meeting 3: Presentation of a draft of the 2015-2016 Annual Update and 2016-2017 through 2018-2019 Local Control Accountability Plan was completed with each stakeholder group in April 2016. The draft was also made available on the school and district website.</p>	<p>The Whitmore Charter School of Arts and Technology (WCSAT) Local Control Accountability Plan guides decisions and practices related to the academic, social-emotional, mental, and physical educational needs of each student.</p> <p>WCSAT has a 45.7% unduplicated count of high need students, including low income, English learners, and Foster Youth. Analysis of school data, input from stakeholders, and educational research guided the development of goals and actions related to needs of WCSAT's students and families with a particular focus on students from low income, English learner, and Re-designated Fluent English Proficient, Gifted and Talented, students with an Individualized Education Plan (IEP), male, female, Latino, and White subgroups.</p> <p>"There is clear evidence that when a school is effective, uses the right methods, and creates the right conditions, it is able to develop high-level academic skills in nearly all of its students" (Muhammad, 2015).</p> <p>We know from the extensive work of Dr. Pedro Noguera that critical characteristics of high achieving schools include a focus on equity and achievement; a focus on teaching and learning through a coherent instructional system; an equity-focused learning environment with high expectations and intellectual, social, physical, and emotional supports for all students, and a welcoming environment which creates strong parent-community-school ties in support of multiple forms of student success.</p> <p>High expectations and increasing and improving services for all students based on the needs of the most school-dependent children underlie all goals, actions, and services in the Whitmore Charter LCAP. To this end, the LCAP goals, actions, and services were developed and implemented on a schoolwide basis.</p> <p>The input from the Stakeholder groups was instrumental in the evaluation and development of the LCAP. Each group provided valuable voices regarding the needs and services for each of the subpopulations in Whitmore Charter Schools.</p> <p>Meeting 1 served as a refresher for those stakeholders who had helped to develop the LCAP in 2014-2015 and as an introduction to the process for stakeholders new to the process. Participant feedback was positive regarding the allocation of fiscal resources to support the actions and services being implemented in 2015-2016.</p> <p>In Meeting 2, stakeholders were provided a summary</p>

	<p>of the outcomes, metrics, and results for each of the three major goal areas. They then provided feedback via stakeholder meetings. This feedback was shared with the Board of Trustees and used in the development of the draft of the annual update and the draft of the next LCAP covering 2016 through 2019.</p> <p>Throughout April 2016, stakeholders met to review the draft of the update and plans for 2016 through 2019. The complete plan was made available via the Whitmore Charter website and participants reviewed a summary presentation relative to each of the major goals in the plan, including the metrics, action and service revisions, and additional services added as a result of the evaluation and feedback from stakeholders throughout the year. Participants provided written feedback and/or suggestions for revision in person or via e-mail.</p>
<p>Annual Update Involvement Process:</p> <p>Throughout 2015-2016, ongoing consultation and engagement meetings have occurred with stakeholder groups to evaluate the impact of actions and services on students, families, and staff. Each stakeholder group met to review the implementation of the 2015-2016 Local Control Accountability Plan, including budgeted expenditures, outcomes, metrics, results and generation of feedback regarding which services should be continued, increased, and/or improved even further in 2016-2017 and subsequent years.</p> <p>Input gathered from stakeholder groups throughout April was reviewed and informed revisions to the plan which were completed during the month of May.</p> <p>The WCSAT Accountability Plan 2015-2016 Annual Update and 2016-2019 Plan was posted to the CUSD Board of Trustees' meeting agendas in June 2016. A public hearing was conducted June 16, 2016. The Annual Update and LCAP for 2016-2019 were reviewed with the Board of Trustees as an Information and Study item during the June 16, 2016 Board meeting.</p>	<p>Annual Update Impact on LCAP:</p> <p>Participants in stakeholder groups included individuals who participated in the 2015-2016 LCAP development process as well as individuals new to the process. Each meeting included a recap of the purpose of LCFF funding and the role the Local Control Accountability Plan plays in guiding decision making relative to actions and services designed to meet the eight state priorities and ways to increase and improve services for students.</p> <p>Stakeholders appreciated the revised goals, outcomes, metrics, and results document, presenting results to date in a more simplified form. This data allowed them to focus on strengths, areas of growth and to make recommendations regarding which services should be continued and to make suggestions for additional services to add.</p> <p>This document was adopted by the Board of Trustees as the template for the Ceres Unified Strategic Plan on March 10, 2016. Going forward, WCSAT will compile and report the WCSAT specific data for each fall, sharing the data with school stakeholders and using this analysis for the Single Plan for Student Achievement; stakeholders were happy about the prospect of seeing site specific as well as whole district data relative to the LCAP goals.</p> <p>As part of the feedback, stakeholders recommended continuation of all current actions and services, and provided specific suggestions:</p> <p>Goal A: peer coaches for teachers in intern programs and/or those new to school campuses; stipends for teachers earning CCDI or Google certifications; provision of low and no cost internet services; increasing instructional coaches.</p> <p>In addition, stakeholders recommended combining specific actions and services as much as possible</p>

without losing the intent of focus on specific subgroups in an effort to make the LCAP template less overwhelming for stakeholders. To that end, the language of specific actions and services was combined to remove redundancy and formatted in bulleted lists rather than separate boxes. Feedback on the 2016-2017 LCAP and Annual Update was positive, although the groups continued to recommend removal of years 2 and 3 from the document since the plan is updated every year.

See the annual update section for actual impact on the 2016-2017 LCAP.

The Board of Trustees adopted the Whitmore Charter Local Control Accountability Plan 2015-2016 Annual Update and 2016-2019 Plan as an action item during the regular Board meeting on June 30, 2016.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	GOAL A: Provide excellent and equitable Conditions of Learning for each student through effective instruction within learning environments in good repair.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7_ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local: Local Educational Agency Plan Ceres Unified Strategic Plan Ceres Unified Technology Plan	
Identified Needs:	1. fully credentialed, highly qualified instructional staff; 2. standards-aligned instructional materials, including educational technology; 3. learning environments with facilities in good repair; 4. research-based instruction of English Language Development, academic content, and academic performance standards in every classroom; 5. access to a broad course of study.		
Goal Applies to:	Schools: WCSAT Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	1. Increased percentage of Highly Qualified staff Metric: Highly qualified percentage; degree to which teachers are assigned, degree to which teachers are fully credentialed, CCDI certification rates 2. Adoption of California standards-aligned instructional materials and educational technology devices for students; Metric: Instructional materials inventory; Employee Technology Satisfaction Survey 3. Learning environments with facilities in good repair Metric: Facility Site Visit Protocol; Facility Satisfaction Survey 4. K-12 implementation of California standards and 2012 English Language Development standards Metric: Instructional Norms Visits; Classroom Walkthroughs 5. Access to a broad course of study Metric: Master schedule of art, music, and technology courses		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal A1. fully credentialed, highly qualified teachers and instructional staff <ul style="list-style-type: none"> • Hire highly qualified, fully credentialed teachers and instructional staff. Attend recruitment fairs and conduct widespread advertising to attract highly qualified staff. • Balance placement of staff, by experience and skill level, at and within sites. • Support teachers in becoming highly qualified and in completing the Professional Clear credential through provision of subject matter examination; advanced certification; teacher Induction program • Maintain instructional coaches to provide and support research-based professional learning and to support instructional effectiveness for staff. 	School-wide	__ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient X Other Subgroups: <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education 	Goal A1 Total Adopted Budget: 2,027,151 \$1,984,151 (salaries: 0091/0830 general base) \$10,000 (Induction; Google/CCDI Certification Incentives: 0091/0830 general base) \$33,000 (Instructional Coach: 0091/0838 LCFF)

<ul style="list-style-type: none"> • Monitor instruction and ensure ongoing instructional effectiveness for all staff; provide support and professional learning as needed, including instructional coaching for all teachers, support providers for teachers in Induction, and peer coaches for teachers in an intern program • Provide incentives for teachers to pursue and maintain advanced certification of professional learning provided by the district (CCDI, Google). • Implement a survey of professional learning needs and effectiveness. Use data to evaluate effectiveness and to inform development of future professional learning. 			Supplemental)
<p>Goal A2. standards-aligned instructional materials, including educational technology</p> <ul style="list-style-type: none"> • Purchase standards-aligned instructional materials, including technology-based subscriptions and applications (e.g., Discovery Education). • Evaluate and adopt or approve instructional resource purchases in line with standards-based instruction. • Provide site budgets to support instruction based on academic standards and career readiness to include site-based: <ul style="list-style-type: none"> ○ Purchase of supplemental standards-aligned instructional materials ○ Purchase of instructional supplies (copies, manipulatives, etc.) ○ Site-based professional learning time to plan, create and share standards-based lessons, including education technology and standards-aligned instructional materials. • Provide professional learning time through release time, performance contracts, and support of Educational Services staff to ensure effective implementation of adopted standards-aligned instructional materials and educational technology. • Provide and support instruction through 1:World technology devices for standards-based instruction and instructional materials. • Provide information on free or low cost Internet options to CUSD students and families. Provide no cost internet access points to students as needed. 	School-wide	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u>X</u> Other Subgroups: <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education </p>	<p>Goal A2 Total Adopted Budget: \$98,000</p> <p>Instructional Materials (0091/0830 general base): \$30,000</p> <p>\$68,000 - 1:world Device Leases (0091/0830 general base)</p>

<ul style="list-style-type: none"> Provide non-Internet dependent digital access to standards-based instructional materials through offline access or download of instructional materials onto 1:1 devices. 			
<p>Goal A3. learning environments with facilities in good repair</p> <ul style="list-style-type: none"> Conduct routine repair and maintenance related to all items on the Williams list as well as supplemental instructional materials (whiteboards, technology upgrades); conduct site facility visits and provide written feedback to head custodian. 	Schoolwide	<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"/> Redesignated Fluent English Proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:</p> <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education 	<p>Goal A3 Total Adopted Budget: \$0</p>
<p>Goal A4. research-based instruction of English Language Development, academic content, and academic performance standards in every classroom</p> <ul style="list-style-type: none"> Monitor instruction through formal and informal Instructional Norms site visit as well as regular classroom visits and feedback, using the research-based CUSD Instructional Design and Delivery norms. Provide site-based professional learning time through release time, lesson study, and performance contracts for teachers to collaboratively plan, implement, assess, and revise standards-based lessons. Provide professional learning time through release time, lesson study, and performance contract to learn and plan for implementation of the 2012 ELD standards through both Integrated and Designated English Language Development lessons. Provide additional district-based professional learning time to collaboratively deepen content, standards and pedagogical knowledge and to plan standards-based lessons including educational technology for high needs students. <ul style="list-style-type: none"> Ceres Summer Institute Additional Instructional and Professional Development days Collaboration time, outside of the instructional day, for grade and subject level teams to create and share, standards-based lessons. 	School-wide	<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"/> Redesignated Fluent English Proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:</p> <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education 	<p>Goal A4 Total Adopted Budget: \$8,434</p> <p>\$5,060 - Professional Development (0091/0830 general base)</p> <p>\$3,374 – Professional Development (3010 Title I)</p>

<p>Goal A5. access to a broad course of study</p> <ul style="list-style-type: none"> Develop master schedules to maximize opportunities for students to take a broad course of study, reducing conflicts which might force a student to choose between classes. Provide K-5 specifically planned instruction during designated <i>Differentiated Instruction Time</i> based on unique student need (GATE/challenge, Intervention, Designated ELD, etc) to extend learning and/or to provide intervention based on identified student need. At K-8, provide visual and performing arts, music, and technology instruction. 	<p>Schoolwide</p>	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u>X</u> Other Subgroups: <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education </p>	<p>Goal A5 Total Adopted Budget: \$0</p> <p>Note: Actions and services are included with A1 salaries.</p>
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LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Increased percentage of Highly Qualified staff Metric: Highly qualified percentage; degree to which teachers are assigned, degree to which teachers are fully credentialed, CCDI certification rates Adoption of California standards-aligned instructional materials and educational technology devices for students; Metric: Instructional materials inventory; Employee Technology Satisfaction Survey Learning environments with facilities in good repair Metric: Facility Site Visit Protocol; Facility Satisfaction Survey K-12 implementation of California standards and 2012 English Language Development standards Metric: Instructional Norms Visits; Classroom Walkthroughs Access to a broad course of study Metric: Master schedule of art, music, and technology courses
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal A1. fully credentialed, highly qualified teachers and instructional staff</p> <ul style="list-style-type: none"> Hire highly qualified, fully credentialed teachers and instructional staff. Attend recruitment fairs and conduct widespread advertising to attract highly qualified staff. Balance placement of staff, by experience and skill level, at and within sites. Support teachers in becoming highly qualified and in completing the Professional Clear credential through provision of subject matter examination; advanced certification; teacher Induction program Maintain instructional coaches to provide and support research-based professional learning and to support instructional effectiveness for staff. 	<p>School-wide</p>	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u>X</u> Other Subgroups: <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education </p>	<p>Goal A1 Total Adopted Budget: 2,027,151</p> <p>\$1,984,151 (salaries: 0091/0830 general base)</p> <p>\$10,000 (Induction; Google/CCDI Certification Incentives: 0091/0830 general base)</p> <p>\$33,000 (Instructional Coach: 0091/0838 LCFF Supplemental)</p>

<ul style="list-style-type: none"> • Monitor instruction and ensure ongoing instructional effectiveness for all staff; provide support and professional learning as needed, including instructional coaching for all teachers, support providers for teachers in Induction, and peer coaches for teachers in an intern program • Provide incentives for teachers to pursue and maintain advanced certification of professional learning provided by the district (CCDI, Google). • Implement a survey of professional learning needs and effectiveness. Use data to evaluate effectiveness and to inform development of future professional learning. 			
<p>Goal A2. standards-aligned instructional materials, including educational technology</p> <ul style="list-style-type: none"> • Purchase standards-aligned instructional materials, including technology-based subscriptions and applications (e.g., Discovery Education). • Evaluate and adopt or approve instructional resource purchases in line with standards-based instruction. • Provide site budgets to support instruction based on academic standards and career readiness to include site-based: <ul style="list-style-type: none"> ○ Purchase of supplemental standards-aligned instructional materials ○ Purchase of instructional supplies (copies, manipulatives, etc.) ○ Site-based professional learning time to plan, create and share standards-based lessons, including education technology and standards-aligned instructional materials. • Provide professional learning time through release time, performance contracts, and support of Educational Services staff to ensure effective implementation of adopted standards-aligned instructional materials and educational technology. • Provide and support instruction through 1:World technology devices for standards-based instruction and instructional materials. • Provide information on free or low cost Internet options to CUSD students and families. Provide no cost internet access points to students as needed. • Provide non-Internet dependent digital access 	<p>School-wide</p>	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u>X</u> Other Subgroups: <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education </p>	<p>Goal A2 Total Adopted Budget: \$98,000</p> <p>Instructional Materials (0091/0830 general base): \$30,000</p> <p>\$68,000 - 1:world Device Leases (0091/0830 general base)</p>

<p>to standards-based instructional materials through offline access or download of instructional materials onto 1:1 devices.</p>			
<p>Goal A3. learning environments with facilities in good repair</p> <ul style="list-style-type: none"> • Conduct routine repair and maintenance related to all items on the Williams list as well as supplemental instructional materials (whiteboards, technology upgrades); conduct site facility visits and provide written feedback to head custodian. 	Schoolwide	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u>X</u> Other Subgroups:</p> <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education 	<p>Goal A3 Total Adopted Budget: \$0</p>
<p>Goal A4. research-based instruction of English Language Development, academic content, and academic performance standards in every classroom</p> <ul style="list-style-type: none"> • Monitor instruction through formal and informal Instructional Norms site visit as well as regular classroom visits and feedback, using the research-based CUSD Instructional Design and Delivery norms. • Provide site-based professional learning time through release time, lesson study, and performance contracts for teachers to collaboratively plan, implement, assess, and revise standards-based lessons. • Provide professional learning time through release time, lesson study, and performance contract to learn and plan for implementation of the 2012 ELD standards through both Integrated and Designated English Language Development lessons. • Provide additional district-based professional learning time to collaboratively deepen content, standards and pedagogical knowledge and to plan standards-based lessons including educational technology for high needs students. <ul style="list-style-type: none"> ○ Ceres Summer Institute ○ Additional Instructional and Professional Development days ○ Collaboration time, outside of the instructional day, for grade and subject level teams to create and share, standards-based lessons. 	School-wide	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u>X</u> Other Subgroups:</p> <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education 	<p>Goal A4 Total Adopted Budget: \$8,434</p> <p>\$5,060 - Professional Development (0091/0830 general base)</p> <p>\$3,374 – Professional Development (3010 Title I)</p>

<p>Goal A5. access to a broad course of study</p> <ul style="list-style-type: none"> Develop master schedules to maximize opportunities for students to take a broad course of study, reducing conflicts which might force a student to choose between classes. Provide K-5 specifically planned instruction during designated <i>Differentiated Instruction Time</i> based on unique student need (GATE/challenge, Intervention, Designated ELD, etc) to extend learning and/or to provide intervention based on identified student need. At K-8, provide visual and performing arts, music, and technology instruction. 	<p>Schoolwide</p>	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u> Other Subgroups: <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education </p>	<p>Goal A5 Total Adopted Budget: \$0</p> <p>Note: Actions and services are included with A1 salaries.</p>
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LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Increased percentage of Highly Qualified staff Metric: Highly qualified percentage; degree to which teachers are assigned, degree to which teachers are fully credentialed, CCDI certification rates Adoption of California standards-aligned instructional materials and educational technology devices for students; Metric: Instructional materials inventory; Employee Technology Satisfaction Survey Learning environments with facilities in good repair Metric: Facility Site Visit Protocol; Facility Satisfaction Survey K-12 implementation of California standards and 2012 English Language Development standards Metric: Instructional Norms Visits; Classroom Walkthroughs Access to a broad course of study Metric: Master schedule of art, music, and technology courses
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal A1. fully credentialed, highly qualified teachers and instructional staff</p> <ul style="list-style-type: none"> Hire highly qualified, fully credentialed teachers and instructional staff. Attend recruitment fairs and conduct widespread advertising to attract highly qualified staff. Balance placement of staff, by experience and skill level, at and within sites. Support teachers in becoming highly qualified and in completing the Professional Clear credential through provision of subject matter examination; advanced certification; teacher Induction program Maintain instructional coaches to provide and support research-based professional learning and to support instructional effectiveness for staff. 	<p>School-wide</p>	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u> Other Subgroups: <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education </p>	<p>Goal A1 Total Adopted Budget: 2,027,151</p> <p>\$1,984,151 (salaries: 0091/0830 general base)</p> <p>\$10,000 (Induction; Google/CCDI Certification Incentives: 0091/0830 general base)</p> <p>\$33,000 (Instructional Coach: 0091/0838 LCFF Supplemental)</p>

<ul style="list-style-type: none"> • Monitor instruction and ensure ongoing instructional effectiveness for all staff; provide support and professional learning as needed, including instructional coaching for all teachers, support providers for teachers in Induction, and peer coaches for teachers in an intern program • Provide incentives for teachers to pursue and maintain advanced certification of professional learning provided by the district (CCDI, Google). • Implement a survey of professional learning needs and effectiveness. Use data to evaluate effectiveness and to inform development of future professional learning. 			
<p>Goal A2. standards-aligned instructional materials, including educational technology</p> <ul style="list-style-type: none"> • Purchase standards-aligned instructional materials, including technology-based subscriptions and applications (e.g., Discovery Education). • Evaluate and adopt or approve instructional resource purchases in line with standards-based instruction. • Provide site budgets to support instruction based on academic standards and career readiness to include site-based: <ul style="list-style-type: none"> ○ Purchase of supplemental standards-aligned instructional materials ○ Purchase of instructional supplies (copies, manipulatives, etc.) ○ Site-based professional learning time to plan, create and share standards-based lessons, including education technology and standards-aligned instructional materials. • Provide professional learning time through release time, performance contracts, and support of Educational Services staff to ensure effective implementation of adopted standards-aligned instructional materials and educational technology. • Provide and support instruction through 1:World technology devices for standards-based instruction and instructional materials. • Provide information on free or low cost Internet options to CUSD students and families. Provide no cost internet access points to students as needed. • Provide non-Internet dependent digital access 	<p>School-wide</p>	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u>X</u> Other Subgroups: <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education </p>	<p>Goal A2 Total Adopted Budget: \$98,000</p> <p>Instructional Materials (0091/0830 general base): \$30,000</p> <p>\$68,000 - 1:world Device Leases (0091/0830 general base)</p>

<p>to standards-based instructional materials through offline access or download of instructional materials onto 1:1 devices.</p>			
<p>Goal A3. learning environments with facilities in good repair</p> <ul style="list-style-type: none"> Conduct routine repair and maintenance related to all items on the Williams list as well as supplemental instructional materials (whiteboards, technology upgrades); conduct site facility visits and provide written feedback to head custodian. 	Schoolwide	<p><u> </u>ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient X Other Subgroups: <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education </p>	<p>Goal A3 Total Adopted Budget: \$0</p>
<p>Goal A4. research-based instruction of English Language Development, academic content, and academic performance standards in every classroom</p> <ul style="list-style-type: none"> Monitor instruction through formal and informal Instructional Norms site visit as well as regular classroom visits and feedback, using the research-based CUSD Instructional Design and Delivery norms. Provide site-based professional learning time through release time, lesson study, and performance contracts for teachers to collaboratively plan, implement, assess, and revise standards-based lessons. Provide professional learning time through release time, lesson study, and performance contract to learn and plan for implementation of the 2012 ELD standards through both Integrated and Designated English Language Development lessons. Provide additional district-based professional learning time to collaboratively deepen content, standards and pedagogical knowledge and to plan standards-based lessons including educational technology for high needs students. <ul style="list-style-type: none"> Ceres Summer Institute Additional Instructional and Professional Development days Collaboration time, outside of the instructional day, for grade and subject level teams to create and share, standards-based lessons. 	School-wide	<p><u> </u>ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient X Other Subgroups: <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education </p>	<p>Goal A4 Total Adopted Budget: \$8,434</p> <p>\$5,060 - Professional Development (0091/0830 general base)</p> <p>\$3,374 – Professional Development (3010 Title I)</p>

<p>Goal A5. access to a broad course of study</p> <ul style="list-style-type: none"> Develop master schedules to maximize opportunities for students to take a broad course of study, reducing conflicts which might force a student to choose between classes. Provide K-5 specifically planned instruction during designated <i>Differentiated Instruction Time</i> based on unique student need (GATE/challenge, Intervention, Designated ELD, etc) to extend learning and/or to provide intervention based on identified student need. At K-8, provide visual and performing arts, music, and technology instruction. 	<p>Schoolwide</p>	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u> Other Subgroups: <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education </p>	<p>Goal A5 Total Adopted Budget: \$0</p> <p>Note: Actions and services are included with A1 salaries.</p>
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<p>GOAL:</p>	<p>Goal B: Ensure Pupil Outcomes reflect access, equity, and achievement in research-based instruction and support programs leading to college and career readiness.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local: Local Educational Agency Plan Ceres Unified Strategic Plan Ceres Unified Technology Plan:</p>
<p>Identified Need:</p>	<ol style="list-style-type: none"> Student Achievement College and career readiness English learners attaining proficiency in English acquisition and academics English learner reclassification and ongoing achievement Evidence of mental health services Evidence of physical health services 	
<p>Goal Applies to:</p>	<p>Schools: WCSAT</p>	<p>Applicable Pupil Subgroups: All</p>
<p>LCAP Year 1: 2016-2017</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Increased achievement in all identified subgroups; decreased achievement gap Metric: CAASPP English Language Arts and Mathematics; *Academic Performance Index; *California Science Assessments Increased percentage of students ready for college and career Metric: CAASPP ELA and Math scores as predictors of Early Assessment Program; percentage of students earning 3.0 or higher GPA Increased proficiency percentage Metric: Annual Measurable Achievement Objective (AMAO) Increased reclassification percentage Metric: English Learner Reclassification Rate Increased access to mental health services Metric: Participation in Mentoring, Social Skills, Counseling, and Mental Health Clinician Services Increased access to physical health services Metric: Child Nutrition Participation Rate; Participation in Health Screenings and Flu Clinics; Health and Nutrition Referrals to Community Services, Physical Fitness Testing Scores <p><i>*Note: Due to the suspension of the California Academic Performance Index (API), that</i></p>	

data is not included in the analysis of LCAP goals, actions, and services. Once the new accountability system is developed, the relevant data will be included in the LCAP. In addition, the California Science Assessment data is not included as those assessments are aligned with the former California Science Standards and not the Next Generation Science Standards (NGSS) which have been adopted for implementation in California schools. When a new California Science Assessment measuring the NGSS is in place, that data will be included in the LCAP.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal B1. Student achievement</p> <ul style="list-style-type: none"> • Establish data systems to increase access to and use of formative assessment data; support and monitor achievement throughout and across school years. • Maintain Learning Director to provide individual academic planning and counseling focused on student achievement results. • Maintain Assistant Principal to facilitate continued support for professional learning and instructional effectiveness, data collection, achievement testing, recognition programs, and administrative duties, increasing time working with teachers, families, and students. • Provide paraprofessional support for classrooms with high-needs students as determined by site data analysis. • Conduct regular reviews of student data, plan and implement interventions and services in a timely manner. Learning Director and Assistant Principal will actively gather and monitor student data to ensure appropriate academic supports are in place for high needs students. All data will be analyzed by subpopulation. • Academic intervention teams use the CUSD Pyramid of Interventions and Student Study Team process to provide individual academic planning and counseling for high-need students. • Analyze data for students receiving special education services to ensure proportionate and equitable access and achievement for each student subgroup. • Provide students with classroom supplies to ensure full access for demonstration of learning (e.g., paper, pencils, art supplies, manipulatives, etc.) • Identify and provide intervention, including summer school and after school programs, to fill specific gaps in learning due to school mobility for homeless, migrant, and foster 	Schoolwide	<p><u> </u>ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u>Other Subgroups:</p> <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education 	<p>Goal B1 Total Adopted Budget: \$98,700</p> <p>\$70,000 (Learning Director – 0091/0830 general base)</p> <p>\$3,700 – supplemental materials (3010 Title I)</p> <p>\$25,000 – Paraprofessionals (3010 Title I)</p>

<p>youth.</p> <ul style="list-style-type: none"> • Provide professional learning through staff meeting agendas, instructional coach support, release time, lesson study and performance contract to focus on collaborative development of lessons based on formative and summative achievement data. • Provide extended learning opportunities for Gifted and Talented students in grades five and six through a summer academy designed to meet the unique educational needs of Gifted and Talented students. • Monitor academic performance of elementary and middle school students, providing intervention and academic counseling for high needs students to prepare for the transition to junior high school and to high school. • Provide enrichment learning opportunities connected to instruction of academic standards to include: Outdoor Education; Gallo Theater; Carnegie Arts Center; on location and virtual field trips. • Utilize Educational Services Division staff to coordinate, implement and evaluate research based educational services, instructional programs and professional learning focused on student achievement. Identify gaps in learning; plan and implement professional learning, interventions, and instructional support actions and services to support learning and student achievement. • Utilize Educational Options Division staff to coordinate, implement and evaluate research based instructional programs and professional learning focused on student achievement. Identify gaps in learning; plan and implement intervention and support services to close gaps; recognize and celebrate exemplary attendance and progress in the after school intervention program through incentives, speakers, assemblies, recognition events and field trips. • Expand enrichment opportunities in summer school. 			
<p>Goal B2. College and career readiness</p> <ul style="list-style-type: none"> • Learning Director provides academic counseling and guidance regarding graduation requirements and college readiness specific to the unique educational needs of each Whitmore subpopulation. • As appropriate for individual students and 	<p>Schoolwide</p>	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u> Other Subgroups: <ul style="list-style-type: none"> • Latino • White • Male </p>	<p>Goal B2 Total Adopted Budget: \$0</p>

<p>subpopulations, academic and/or transition plans will be developed to ensure students and families engage in planning to meet graduation requirements and postsecondary goals.</p> <ul style="list-style-type: none"> • The K-12 <i>Ceres is Serious about College</i> program supports college and career readiness activities, including field trips to colleges, college testing preparation (PSAT, SAT, ACT, AP), financial aid, career education and planning activities, and educational resources to promote college and career readiness to students and parents. • Provide college preparation workshops for students and families related to financial aid and paying for college. • Provide integrated instruction in the California Standards for Career Ready Practice to prepare students for 21st Century success, including a focus on financial literacy (money management, credit, budgeting). Provide professional learning for effective integration into instruction; include at all grade levels and as a particular area of focus in 12th grade economics class. • Increase career readiness activities (e.g., guest speakers, education programs, mock interviews, resume writing, online job applications, job shadowing, internship opportunities). • Plan and implement systemic use of career readiness technology to support student success. Provide access to college and career readiness educational technology services (e.g. Career Cruising, California Career Zone, Google Apps for Education, Khan Academy). 		<ul style="list-style-type: none"> • Female • Gifted and Talented • Special Education 	
<p>Goal B3. English learners attaining proficiency in English acquisition and academics</p> <ul style="list-style-type: none"> • Provide English Language Development instruction through Integrated (SDAIE) and Designated English Language Development classes. • Increase professional learning on ELD standards and effective instruction through Integrated and Designated ELD. • Provide extended English Language Development opportunities through the after school program, summer school, and academies throughout the year. • Provide English Learner Assistant to actively gather and monitor English learner and Redesignated Fluent English Proficient student 	<p>Schoolwide</p>	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u> Other Subgroups: <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education </p>	<p>Goal B3 Total Adopted Budget: \$35,000</p> <p>\$35,000 (English Learner Assistant Salary and Benefits 0091/0838 LCFF Supplemental)</p> <p>Note: Some B3 actions and services are represented in A1 Teacher Salaries and Benefits</p>

<p>achievement data. Communicate with Learning Director and Assistant Principal to ensure appropriate academic supports are in place for all English learners.</p> <ul style="list-style-type: none"> • Coordinate English learner services between Foster Youth Community Liaison, Homeless Community Liaison, Special Education Case Manager, English Learner Assistant, Learning Director, and Assistant Principal for English learners in each WCSAT subpopulation. • Analyze performance data for English learners to ensure proportionate placement and progress for students in each WCSAT subpopulation. • Investigate research-based assessment protocols to be used when assessing English learners for possible placement in special education and/or speech and language development programs. 			
<p>Goal B4. English learner reclassification and ongoing achievement</p> <ul style="list-style-type: none"> • Provide Integrated (SDAIE) English Language Development instruction and support in every classroom through research-based instructional strategies designed to support academic achievement for English learners. • Provide professional learning to increase access to academic discourse of core content in support of language acquisition. • With the support of English Learner Assistants, Assistant Principal and Learning Director will closely monitor progress of English learners, including data by subgroup, providing support to accelerate academic achievement. • Conduct data analysis at regular intervals and provide interventions in a timely manner, particularly for long-term English learners; disaggregate all data by subpopulation. • Monitor English learners' academic achievement; conduct Language Assessment Team meetings to plan interventions and supports and to review and report progress. • Redesignate English learners upon achieving district redesignation criteria and then monitor students' academic progress for at least 24 months, providing academic support as needed. 	Schoolwide	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u> Other Subgroups:</p> <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education 	<p>Goal B4 Total Adopted Budget: \$0</p> <p>Note: B4 actions and services are represented in allocation of B3 English Learner Assistants</p>

<p>Goal B5. Evidence of mental health</p> <ul style="list-style-type: none"> • Provide coordinator and support staff to develop, implement, and evaluate mental health programs to support high-need students and families. • Develop, implement, and evaluate mental health counseling and social skills support services and professional learning to support staff in meeting the needs of students and families. • Utilize mentoring services to support the personal and academic success of identified high-need students. Coordinate services with community agencies and businesses. • Provide Student Assistant Specialist/Mental Health Clinicians to support students needing more intensive counseling services. 	<p>Schoolwide</p>	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u> Other Subgroups: <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education </p>	<p>Goal B5 Total Adopted Budget: \$0</p> <p>Note: B5 actions and services are represented in allocation through CUSD Support Services.</p>
<p>Goal B6. Evidence of physical health</p> <ul style="list-style-type: none"> • Develop, implement, and evaluate wellness programs with a focus on nutrition and physical health; coordinate services with community agencies and businesses. • Provide equipment and supplies above and beyond those provided for core physical education instruction to increase active play and physical fitness for students during recess, lunch, before and after school. • Develop and provide expository curriculum resources and professional learning opportunities with a focus on nutrition and physical health; provide expository curriculum resources and learning opportunities K-6. • Provide health screenings and assessments (i.e. vision, hearing, dental, scoliosis, nutritional or other medical conditions), health services and coordinate medical referrals for necessary medical or health services. • Maintain nursing and/or health clerk staff. 	<p>Schoolwide</p>	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u> Other Subgroups: <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education </p>	<p>Goal B6 Total Adopted Budget: \$7,000</p> <p>\$7,000 – Outside consultants (0091/0830 general base)</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Increased achievement in all identified subgroups; decreased achievement gap Metric: CAASPP English Language Arts and Mathematics; *Academic Performance Index; *California Science Assessments 2. Increased percentage of students ready for college and career Metric: CAASPP ELA and Math scores as predictors of Early Assessment Program; percentage of students earning 3.0 or higher GPA 3. Increased proficiency percentage Metric: Annual Measurable Achievement Objective (AMAO)
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4. Increased reclassification percentage
Metric: English Learner Reclassification Rate
5. Increased access to mental health services
Metric: Participation in Mentoring, Social Skills, Counseling, and Mental Health Clinician Services
6. Increased access to physical health services
Metric: Child Nutrition Participation Rate; Participation in Health Screenings and Flu Clinics; Health and Nutrition Referrals to Community Services, Physical Fitness Testing Scores

**Note: Due to the suspension of the California Academic Performance Index (API), that data is not included in the analysis of LCAP goals, actions, and services. Once the new accountability system is developed, the relevant data will be included in the LCAP. In addition, the California Science Assessment data is not included as those assessments are aligned with the former California Science Standards and not the Next Generation Science Standards (NGSS) which have been adopted for implementation in California schools. When a new California Science Assessment measuring the NGSS is in place, that data will be included in the LCAP.*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal B1. Student achievement</p> <ul style="list-style-type: none"> • Establish data systems to increase access to and use of formative assessment data; support and monitor achievement throughout and across school years. • Maintain Learning Director to provide individual academic planning and counseling focused on student achievement results. • Maintain Assistant Principal to facilitate continued support for professional learning and instructional effectiveness, data collection, achievement testing, recognition programs, and administrative duties, increasing time working with teachers, families, and students. • Provide paraprofessional support for classrooms with high-needs students as determined by site data analysis. • Conduct regular reviews of student data, plan and implement interventions and services in a timely manner. Learning Director and Assistant Principal will actively gather and monitor student data to ensure appropriate academic supports are in place for high needs students. All data will be analyzed by subpopulation. • Academic intervention teams use the CUSD Pyramid of Interventions and Student Study Team process to provide individual academic planning and counseling for high-need students. 	Schoolwide	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u> Other Subgroups: • Latino • White • Male • Female • Gifted and Talented • Special Education</p>	<p>Goal B1 Total Adopted Budget: \$98,700</p> <p>\$70,000 (Learning Director – 0091/0830 general base)</p> <p>\$3,700 – supplemental materials (3010 Title I)</p> <p>\$25,000 – Paraprofessionals (3010 Title I)</p>

- Analyze data for students receiving special education services to ensure proportionate and equitable access and achievement for each student subgroup.
- Provide students with classroom supplies to ensure full access for demonstration of learning (e.g., paper, pencils, art supplies, manipulatives, etc.)
- Identify and provide intervention, including summer school and after school programs, to fill specific gaps in learning due to school mobility for homeless, migrant, and foster youth.
- Provide professional learning through staff meeting agendas, instructional coach support, release time, lesson study and performance contract to focus on collaborative development of lessons based on formative and summative achievement data.
- Provide extended learning opportunities for Gifted and Talented students in grades five and six through a summer academy designed to meet the unique educational needs of Gifted and Talented students.
- Monitor academic performance of elementary and middle school students, providing intervention and academic counseling for high needs students to prepare for the transition to junior high school and to high school.
- Provide enrichment learning opportunities connected to instruction of academic standards to include: Outdoor Education; Gallo Theater; Carnegie Arts Center; on location and virtual field trips.
- Utilize Educational Services Division staff to coordinate, implement and evaluate research based educational services, instructional programs and professional learning focused on student achievement. Identify gaps in learning; plan and implement professional learning, interventions, and instructional support actions and services to support learning and student achievement.
- Utilize Educational Options Division staff to coordinate, implement and evaluate research based instructional programs and professional learning focused on student achievement. Identify gaps in learning; plan and implement intervention and support services to close gaps; recognize and celebrate exemplary attendance and progress in the after school intervention program through incentives, speakers, assemblies, recognition events and field trips.

<ul style="list-style-type: none"> Expand enrichment opportunities in summer school. 			
<p>Goal B2. College and career readiness</p> <ul style="list-style-type: none"> Learning Director provides academic counseling and guidance regarding graduation requirements and college readiness specific to the unique educational needs of each Whitmore subpopulation. As appropriate for individual students and subpopulations, academic and/or transition plans will be developed to ensure students and families engage in planning to meet graduation requirements and postsecondary goals. The K-12 <i>Ceres is Serious about College</i> program supports college and career readiness activities, including field trips to colleges, college testing preparation (PSAT, SAT, ACT, AP), financial aid, career education and planning activities, and educational resources to promote college and career readiness to students and parents. Provide college preparation workshops for students and families related to financial aid and paying for college. Provide integrated instruction in the California Standards for Career Ready Practice to prepare students for 21st Century success, including a focus on financial literacy (money management, credit, budgeting). Provide professional learning for effective integration into instruction; include at all grade levels and as a particular area of focus in 12th grade economics class. Increase career readiness activities (e.g., guest speakers, education programs, mock interviews, resume writing, online job applications, job shadowing, internship opportunities). Plan and implement systemic use of career readiness technology to support student success. Provide access to college and career readiness educational technology services (e.g. Career Cruising, California Career Zone, Google Apps for Education, Khan Academy). 	Schoolwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education 	Goal B2 Total Adopted Budget: \$0
<p>Goal B3. English learners attaining proficiency in English acquisition and academics</p> <ul style="list-style-type: none"> Provide English Language Development 	Schoolwide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Goal B3 Total Adopted Budget: \$35,000

<p>instruction through Integrated (SDAIE) and Designated English Language Development classes.</p> <ul style="list-style-type: none"> • Increase professional learning on ELD standards and effective instruction through Integrated and Designated ELD. • Provide extended English Language Development opportunities through the after school program, summer school, and academies throughout the year. • Provide English Learner Assistant to actively gather and monitor English learner and Redesignated Fluent English Proficient student achievement data. Communicate with Learning Director and Assistant Principal to ensure appropriate academic supports are in place for all English learners. • Coordinate English learner services between Foster Youth Community Liaison, Homeless Community Liaison, Special Education Case Manager, English Learner Assistant, Learning Director, and Assistant Principal for English learners in each WCSAT subpopulation. • Analyze performance data for English learners to ensure proportionate placement and progress for students in each WCSAT subpopulation. • Investigate research-based assessment protocols to be used when assessing English learners for possible placement in special education and/or speech and language development programs. 		<p>X Redesignated Fluent English Proficient X Other Subgroups:</p> <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education 	<p>\$35,000 (English Learner Assistant Salary and Benefits 0091/0838 LCFF Supplemental)</p> <p>Note: Some B3 actions and services are represented in A1 Teacher Salaries and Benefits</p>
<p>Goal B4. English learner reclassification and ongoing achievement</p> <ul style="list-style-type: none"> • Provide Integrated (SDAIE) English Language Development instruction and support in every classroom through research-based instructional strategies designed to support academic achievement for English learners. • Provide professional learning to increase access to academic discourse of core content in support of language acquisition. • With the support of English Learner Assistants, Assistant Principal and Learning Director will closely monitor progress of English learners, including data by subgroup, providing support to accelerate academic achievement. • Conduct data analysis at regular intervals and 	<p>Schoolwide</p>	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient X Other Subgroups:</p> <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education 	<p>Goal B4 Total Adopted Budget: \$0</p> <p>Note: B4 actions and services are represented in allocation of B3 English Learner Assistants</p>

<p>provide interventions in a timely manner, particularly for long-term English learners; disaggregate all data by subpopulation.</p> <ul style="list-style-type: none"> • Monitor English learners' academic achievement; conduct Language Assessment Team meetings to plan interventions and supports and to review and report progress. • Redesignate English learners upon achieving district redesignation criteria and then monitor students' academic progress for at least 24 months, providing academic support as needed. 			
<p>Goal B5. Evidence of mental health</p> <ul style="list-style-type: none"> • Provide coordinator and support staff to develop, implement, and evaluate mental health programs to support high-need students and families. • Develop, implement, and evaluate mental health counseling and social skills support services and professional learning to support staff in meeting the needs of students and families. • Utilize mentoring services to support the personal and academic success of identified high-need students. Coordinate services with community agencies and businesses. • Provide Student Assistant Specialist/Mental Health Clinicians to support students needing more intensive counseling services. 	<p>School-wide</p>	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u> Other Subgroups: <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education </p>	<p>Goal B5 Total Adopted Budget: \$0</p>
<p>Goal B6. Evidence of physical health</p> <ul style="list-style-type: none"> • Develop, implement, and evaluate wellness programs with a focus on nutrition and physical health; coordinate services with community agencies and businesses. • Provide equipment and supplies above and beyond those provided for core physical education instruction to increase active play and physical fitness for students during recess, lunch, before and after school. • Develop and provide expository curriculum resources and professional learning opportunities with a focus on nutrition and physical health; provide expository curriculum resources and learning opportunities K-6. • Provide health screenings and assessments (i.e. vision, hearing, dental, scoliosis, nutritional or other medical conditions), health services and coordinate medical referrals for necessary medical or health services. 	<p>Schoolwide</p>	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u> Other Subgroups: <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education </p>	<p>Goal B6 Total Adopted Budget: \$7,000</p> <p>\$7,000 – Outside consultants (0091/0830 general base)</p>

- Maintain nursing and/or health clerk staff.

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

1. Increased achievement in all identified subgroups; decreased achievement gap
Metric: CAASPP English Language Arts and Mathematics; *Academic Performance Index; *California Science Assessments
2. Increased percentage of students ready for college and career
Metric: CAASPP ELA and Math scores as predictors of Early Assessment Program; percentage of students earning 3.0 or higher GPA
3. Increased proficiency percentage
Metric: Annual Measurable Achievement Objective (AMAO)
4. Increased reclassification percentage
Metric: English Learner Reclassification Rate
5. Increased access to mental health services
Metric: Participation in Mentoring, Social Skills, Counseling, and Mental Health Clinician Services
6. Increased access to physical health services
Metric: Child Nutrition Participation Rate; Participation in Health Screenings and Flu Clinics; Health and Nutrition Referrals to Community Services, Physical Fitness Testing Scores

**Note: Due to the suspension of the California Academic Performance Index (API), that data is not included in the analysis of LCAP goals, actions, and services. Once the new accountability system is developed, the relevant data will be included in the LCAP. In addition, the California Science Assessment data is not included as those assessments are aligned with the former California Science Standards and not the Next Generation Science Standards (NGSS) which have been adopted for implementation in California schools. When a new California Science Assessment measuring the NGSS is in place, that data will be included in the LCAP.*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal B1. Student achievement</p> <ul style="list-style-type: none"> • Establish data systems to increase access to and use of formative assessment data; support and monitor achievement throughout and across school years. • Maintain Learning Director to provide individual academic planning and counseling focused on student achievement results. • Maintain Assistant Principal to facilitate continued support for professional learning and instructional effectiveness, data collection, achievement testing, recognition programs, and administrative duties, increasing time working with teachers, families, and students. • Provide paraprofessional support for classrooms with high-needs students as determined by site data analysis. 	<p>Schoolwide</p>	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u> Other Subgroups: • Latino • White • Male • Female • Gifted and Talented • Special Education</p>	<p>Goal B1 Total Adopted Budget: \$98,700</p> <p>\$70,000 (Learning Director – 0091/0830 general base)</p> <p>\$3,700 – supplemental materials (3010 Title I)</p> <p>\$25,000 – Paraprofessionals (3010 Title I)</p>

- Conduct regular reviews of student data, plan and implement interventions and services in a timely manner. Learning Director and Assistant Principal will actively gather and monitor student data to ensure appropriate academic supports are in place for high needs students. All data will be analyzed by subpopulation.
- Academic intervention teams use the CUSD Pyramid of Interventions and Student Study Team process to provide individual academic planning and counseling for high-need students.
- Analyze data for students receiving special education services to ensure proportionate and equitable access and achievement for each student subgroup.
- Provide students with classroom supplies to ensure full access for demonstration of learning (e.g., paper, pencils, art supplies, manipulatives, etc.)
- Identify and provide intervention, including summer school and after school programs, to fill specific gaps in learning due to school mobility for homeless, migrant, and foster youth.
- Provide professional learning through staff meeting agendas, instructional coach support, release time, lesson study and performance contract to focus on collaborative development of lessons based on formative and summative achievement data.
- Provide extended learning opportunities for Gifted and Talented students in grades five and six through a summer academy designed to meet the unique educational needs of Gifted and Talented students.
- Monitor academic performance of elementary and middle school students, providing intervention and academic counseling for high needs students to prepare for the transition to junior high school and to high school.
- Provide enrichment learning opportunities connected to instruction of academic standards to include: Outdoor Education; Gallo Theater; Carnegie Arts Center; on location and virtual field trips.
- Utilize Educational Services Division staff to coordinate, implement and evaluate research based educational services, instructional programs and professional learning focused on student achievement. Identify gaps in learning; plan and implement professional learning,

<p>interventions, and instructional support actions and services to support learning and student achievement.</p> <ul style="list-style-type: none"> Utilize Educational Options Division staff to coordinate, implement and evaluate research based instructional programs and professional learning focused on student achievement. Identify gaps in learning; plan and implement intervention and support services to close gaps; recognize and celebrate exemplary attendance and progress in the after school intervention program through incentives, speakers, assemblies, recognition events and field trips. Expand enrichment opportunities in summer school. 			
<p>Goal B2. College and career readiness</p> <ul style="list-style-type: none"> Learning Director provides academic counseling and guidance regarding graduation requirements and college readiness specific to the unique educational needs of each Whitmore subpopulation. As appropriate for individual students and subpopulations, academic and/or transition plans will be developed to ensure students and families engage in planning to meet graduation requirements and postsecondary goals. The K-12 <i>Ceres is Serious about College</i> program supports college and career readiness activities, including field trips to colleges, college testing preparation (PSAT, SAT, ACT, AP), financial aid, career education and planning activities, and educational resources to promote college and career readiness to students and parents. Provide college preparation workshops for students and families related to financial aid and paying for college. Provide integrated instruction in the California Standards for Career Ready Practice to prepare students for 21st Century success, including a focus on financial literacy (money management, credit, budgeting). Provide professional learning for effective integration into instruction; include at all grade levels and as a particular area of focus in 12th grade economics class. Increase career readiness activities (e.g., guest speakers, education programs, mock interviews, resume writing, online job applications, job shadowing, internship opportunities). 	<p>Schoolwide</p>	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u> Other Subgroups: <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education </p>	<p>Goal B2 Total Adopted Budget: \$0</p>

<ul style="list-style-type: none"> Plan and implement systemic use of career readiness technology to support student success. Provide access to college and career readiness educational technology services (e.g. Career Cruising, California Career Zone, Google Apps for Education, Khan Academy). 			
<p>Goal B3. English learners attaining proficiency in English acquisition and academics</p> <ul style="list-style-type: none"> Provide English Language Development instruction through Integrated (SDAIE) and Designated English Language Development classes. Increase professional learning on ELD standards and effective instruction through Integrated and Designated ELD. Provide extended English Language Development opportunities through the after school program, summer school, and academies throughout the year. Provide English Learner Assistant to actively gather and monitor English learner and Redesignated Fluent English Proficient student achievement data. Communicate with Learning Director and Assistant Principal to ensure appropriate academic supports are in place for all English learners. Coordinate English learner services between Foster Youth Community Liaison, Homeless Community Liaison, Special Education Case Manager, English Learner Assistant, Learning Director, and Assistant Principal for English learners in each WCSAT subpopulation. Analyze performance data for English learners to ensure proportionate placement and progress for students in each WCSAT subpopulation. Investigate research-based assessment protocols to be used when assessing English learners for possible placement in special education and/or speech and language development programs. 	<p>Schoolwide</p>	<p><u> </u>ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient X Other Subgroups: <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education </p>	<p>Goal B3 Total Adopted Budget: \$35,000</p> <p>\$35,000 (English Learner Assistant Salary and Benefits 0091/0838 LCFF Supplemental)</p> <p>Note: Some B3 actions and services are represented in A1 Teacher Salaries and Benefits</p>
<p>Goal B4. English learner reclassification and ongoing achievement</p> <ul style="list-style-type: none"> Provide Integrated (SDAIE) English Language Development instruction and support in every classroom through research-based instructional strategies designed to support academic achievement for English learners. 	<p>Schoolwide</p>	<p><u> </u>ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient X Other Subgroups: <ul style="list-style-type: none"> Latino White </p>	<p>Goal B4 Total Adopted Budget: \$0</p> <p>Note: B4 actions and services are represented in allocation of B3 English Learner</p>

<ul style="list-style-type: none"> • Provide professional learning to increase access to academic discourse of core content in support of language acquisition. • With the support of English Learner Assistants, Assistant Principal and Learning Director will closely monitor progress of English learners, including data by subgroup, providing support to accelerate academic achievement. • Conduct data analysis at regular intervals and provide interventions in a timely manner, particularly for long-term English learners; disaggregate all data by subpopulation. • Monitor English learners' academic achievement; conduct Language Assessment Team meetings to plan interventions and supports and to review and report progress. • Redesignate English learners upon achieving district redesignation criteria and then monitor students' academic progress for at least 24 months, providing academic support as needed. 		<ul style="list-style-type: none"> • Male • Female • Gifted and Talented • Special Education 	Assistants
<p>Goal B5. Evidence of mental health</p> <ul style="list-style-type: none"> • Provide coordinator and support staff to develop, implement, and evaluate mental health programs to support high-need students and families. • Develop, implement, and evaluate mental health counseling and social skills support services and professional learning to support staff in meeting the needs of students and families. • Utilize mentoring services to support the personal and academic success of identified high-need students. Coordinate services with community agencies and businesses. • Provide Student Assistant Specialist/Mental Health Clinicians to support students needing more intensive counseling services. 	School-wide	<p><u> </u>ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u>Other Subgroups:</p> <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education 	<p>Goal B5 Total Adopted Budget: \$0</p>
<p>Goal B6. Evidence of physical health</p> <ul style="list-style-type: none"> • Develop, implement, and evaluate wellness programs with a focus on nutrition and physical health; coordinate services with community agencies and businesses. • Provide equipment and supplies above and beyond those provided for core physical education instruction to increase active play and physical fitness for students during recess, lunch, before and after school. 	Schoolwide	<p><u> </u>ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u>Other Subgroups:</p> <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented 	<p>Goal B6 Total Adopted Budget: \$7,000</p> <p>\$7,000 – Outside consultants (0091/0830 general base)</p>

<ul style="list-style-type: none"> • Develop and provide expository curriculum resources and professional learning opportunities with a focus on nutrition and physical health; provide expository curriculum resources and learning opportunities K-6. • Provide health screenings and assessments (i.e. vision, hearing, dental, scoliosis, nutritional or other medical conditions), health services and coordinate medical referrals for necessary medical or health services. • Maintain nursing and/or health clerk staff. 		<ul style="list-style-type: none"> • Special Education 	
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<p>GOAL:</p>	<p>Goal C: Provide active family and student Engagement programs which increase participation and results for all students.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local: Local Educational Agency Plan Ceres Unified Strategic Plan Ceres Unified Technology Plan:</p>
<p>Identified Need:</p>	<ol style="list-style-type: none"> 1. Research based family engagement practices 2. Family input in school decision making 3. Educational programs, designed for families, to empower them in supporting student achievement and success 4. Active family and student support and intervention to increase school attendance 5. Identification of at-risk students, intervening to reduce dropout and increase graduation rates 6. Safe and civil school environments in which the students are safe, involved, valued, and respected 7. Evidence of healthy decision making and citizenship 	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>
<p>LCAP Year 1: 2016-2017</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Increased family engagement Metric: Safe and Civil Schools Family Survey Data; Volunteer Assistance Program 2. Increased input from families regarding school decision-making Metric: Governance Meeting Participation 3. Increased program offerings; increased participation rate Metric: Program Offerings for Families 4. Increased program offerings; increased attendance and achievement Metric: Attendance Rates; Chronic Absenteeism Rates; Truancy Rates; Student Attendance Review Board 5. Increased program offerings; decreased dropout and increased graduation rates Metric: Retention Data; Special Education Identification; Middle School Dropout; (Note: High school dropout and graduation rates are not applicable to a K-8 school) 6. Increased participation and percentage of positive survey ratings Metric: Valued and Connected Data; Digital Citizenship Data; California Healthy Kids Data; Safe and Civil School Survey Data 7. Increased positive participation, attendance and decreased suspensions and expulsions 	

Metric: Suspension Rates; Expulsion Rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal C1. Research based family engagement practices</p> <ul style="list-style-type: none"> • Increase communication to families through multiple means regarding family engagement opportunities, school events, and student educational progress. Communication may include Connect Ed, text messaging services, email, written communication, social media and use of web-based programs to provide information for families who cannot attend campus events. • Utilize the Family Engagement team to establish and monitor progress toward annual team goals. • Provide structure which supports and increases family volunteers through the CUSD Volunteer Assistance Program. • Encourage family involvement by recognizing and valuing the family as an asset in supporting students' educational success. Plan family engagement activities in which families share cultural and educational resources. • Support a family-friendly environment through translation and childcare. 	Schoolwide	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u> Other Subgroups:</p> <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education 	<p>Goal C1 Total Adopted Budget: \$519</p> <p>\$519 – Parent Involvement (3010 Title I)</p>
<p>Goal C2. Family input in school decision making</p> <ul style="list-style-type: none"> • Actively recruit participation of families in school advisory teams and ensure site advisory groups include representation from families knowledgeable in the unique educational needs of each WCSAT subpopulation. Participate in annual training for advisory groups; actively monitor to ensure input from all stakeholders is solicited <ul style="list-style-type: none"> ○ Parent Advisory ○ District Advisory ○ District English Learner Advisory ○ School Site Council ○ English Learner Advisory Committee ○ Family Engagement Team • Ensure site groups include representation from families and/or county staff knowledgeable in the unique educational needs and challenges of Low Income, Foster, and Special Education youth. 	Schoolwide	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u> Other Subgroups:</p> <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education 	<p>Goal C2 Total Adopted Budget: \$0</p> <p>Note: C2 actions and services are represented in allocation of B1</p>

<p>Goal C3. Educational programs, designed for families, to empower them in supporting student achievement and success.</p> <ul style="list-style-type: none"> • Provide educational programs for families related to digital citizenship and digital literacy and using educational technology to support student achievement. • Provide educational programs for families related to standards, curriculum, college and career readiness, and supporting academic achievement (e.g., Parent visits to classrooms, California Standards nights, family literacy, PIQE, etc.) • Extend application of learning and student achievement through provision of curriculum and supplies for home use. • Work with community-based agencies to develop and provide family-based educational programs to empower and strengthen families (e.g. resources related to financial literacy, poverty, substance abuse, supporting academic achievement) 	Schoolwide	<p><u> </u>ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u>X</u> Other Subgroups: • Latino • White • Male • Female • Gifted and Talented • Special Education</p>	<p>Goal C3 Total Adopted Budget: \$0</p> <p>Note: C3 actions and services are represented in allocation of B1</p>
<p>Goal C4. Active family and student support and intervention to increase school attendance.</p> <ul style="list-style-type: none"> • Develop and implement systems for monitoring and improving student attendance to increase attendance, reduce chronic absenteeism, and decrease truancy for students in every subpopulation. • Conduct home visits and work with families regarding individual needs of chronically absent students; coordinate support services with transportation, student wellness department services, bus passes, and behavior supports to increase attendance. • Learning Director and Assistant Principal will actively monitor attendance, working with family, District and County staff to develop and implement interventions and support. • Provide Student Assistant Specialist (SAS) to facilitate the home to school to community connections to increase access to family resources. 	Schoolwide	<p><u> </u>ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u>X</u> Other Subgroups: • Latino • White • Male • Female • Gifted and Talented • Special Education</p>	<p>Goal C4 Total Adopted Budget: \$0</p> <p>Note: C4 actions and services are also represented in allocation of A2</p>
<p>Goal C5. Identification of at-risk students, intervening to reduce dropout and increase graduation rates.</p> <ul style="list-style-type: none"> • Conduct ongoing cycles of assessment of student performance as a means of strengthening effective instruction and identification of students for additional 	Schoolwide	<p><u> </u>ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u>X</u> Other Subgroups: • Latino • White</p>	<p>Goal C5 Total Adopted Budget: \$0</p>

<p>interventions and support.</p> <ul style="list-style-type: none"> • Provide professional learning time through staff meetings, planning time, release time, and performance contracts to analyze data and instructional effectiveness and then to plan interventions to meet identified needs. • Provide professional learning through conferences, workshops, staff meetings, release time, and performance contract regarding the role of relationship-building and academic relevance for students at risk of dropping out of school (e.g. Nurtured Heart). 		<ul style="list-style-type: none"> • Male • Female • Gifted and Talented • Special Education 	
<p>Goal C6. Safe and civil school environments in which students are safe, involved, valued, and respected.</p> <ul style="list-style-type: none"> • Design and implement strategies to recruit and support students in extra-curricular activities. (e.g. sports physicals, intramurals, additional coaches, etc) • Provide professional learning and support for staff to meet the unique educational needs of special education students in the ASES program. • Provide annual and ongoing instruction in cyber safety, digital citizenship, and anti-bullying behaviors to increase student safety. • Professional learning for staff in supporting the unique needs of students through positive behavior and youth development programs and strategies (e.g. Positive Behavior Intervention System, Nurtured Heart). • Professional learning for staff in relationship development and modeling of respectful behavior for students. Include an emphasis on seeing situations through the students' and families' perspectives. • Provide activities which increase student connectedness to school and facilitate transitions between academic programs. Provide field trips, speakers, assemblies, incentives, recognition events, programs (e.g. Red Ribbon week, Anti-Bully week, Point Break, Every Monday Matters, I Choose Civility). • Provide positive relationships and mentoring to support personal and academic success through service learning opportunities for students and families; coordinate services with community agencies and businesses 	<p>Schoolwide</p>	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u> Other Subgroups: <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education </p>	<p>Goal C6 Total Adopted Budget: \$75,000</p> <p>\$70,000 - ASES Salaries and Benefits, Books and Supplies, Services, Operating (0091/0838 LCFF Supplemental)</p> <p>\$5,000 – Extracurricular Activities (0091/0830 general base)</p>

<ul style="list-style-type: none"> Provide enrichment activities in the After School Education and Safety (ASES) program, including intramural sports, outdoor games, homework assistance, educational field trips, and presentations and events from community based programs. 			
<p>Goal C7. Evidence of healthy decision making and citizenship.</p> <ul style="list-style-type: none"> Learning Director and Assistant Principal will actively gather, analyze, and monitor student recognition and discipline data for students in every subgroup; ensure proportionate recognition and discipline for subpopulations. Provide professional learning for staff working with youth regarding the unique educational needs and challenges of high needs students. 	<p>Schoolwide</p>	<p><u> </u>ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u>X</u> Other Subgroups: <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education </p>	<p>Goal C7 Total Adopted Budget: \$0</p> <p>Note: C7 actions and services are also represented in allocation of B1</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Increased family engagement Metric: Safe and Civil Schools Family Survey Data; Volunteer Assistance Program Increased input from families regarding school decision-making Metric: Governance Meeting Participation Increased program offerings; increased participation rate Metric: Program Offerings for Families Increased program offerings; increased attendance and achievement Metric: Attendance Rates; Chronic Absenteeism Rates; Truancy Rates; Student Attendance Review Board Increased program offerings; decreased dropout and increased graduation rates Metric: Retention Data; Special Education Identification; Middle School Dropout; (Note: High school dropout and graduation rates are not applicable to a K-8 school) Increased participation and percentage of positive survey ratings Metric: Valued and Connected Data; Digital Citizenship Data; California Healthy Kids Data; Safe and Civil School Survey Data Increased positive participation, attendance and decreased suspensions and expulsions Metric: Suspension Rates; Expulsion Rates
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal C1. Research based family engagement practices</p> <ul style="list-style-type: none"> Increase communication to families through multiple means regarding family engagement opportunities, school events, and student educational progress. Communication may include Connect Ed, text messaging services, email, written communication, social media and use of web-based programs to provide information for families who cannot attend 	<p>Schoolwide</p>	<p><u> </u>ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u>X</u> Other Subgroups: <ul style="list-style-type: none"> Latino White Male Female Gifted and </p>	<p>Goal C1 Total Adopted Budget: \$519</p> <p>\$519 – Parent Involvement (3010 Title I)</p>

<p>campus events.</p> <ul style="list-style-type: none"> Utilize the Family Engagement team to establish and monitor progress toward annual team goals. Provide structure which supports and increases family volunteers through the CUSD Volunteer Assistance Program. Encourage family involvement by recognizing and valuing the family as an asset in supporting students' educational success. Plan family engagement activities in which families share cultural and educational resources. Support a family-friendly environment through translation and childcare. 		<ul style="list-style-type: none"> Talented Special Education 	
<p>Goal C2. Family input in school decision making</p> <ul style="list-style-type: none"> Actively recruit participation of families in school advisory teams and ensure site advisory groups include representation from families knowledgeable in the unique educational needs of each WCSAT subpopulation. Participate in annual training for advisory groups; actively monitor to ensure input from all stakeholders is solicited <ul style="list-style-type: none"> Parent Advisory District Advisory District English Learner Advisory School Site Council English Learner Advisory Committee Family Engagement Team Ensure site groups include representation from families and/or county staff knowledgeable in the unique educational needs and challenges of Low Income, Foster, and Special Education youth. 	<p>Schoolwide</p>	<p><u> </u>ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u>X</u> Other Subgroups: <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education </p>	<p>Goal C2 Total Adopted Budget: \$0</p> <p>Note: C2 actions and services are represented in allocation of B1</p>
<p>Goal C3. Educational programs, designed for families, to empower them in supporting student achievement and success.</p> <ul style="list-style-type: none"> Provide educational programs for families related to digital citizenship and digital literacy and using educational technology to support student achievement. Provide educational programs for families related to standards, curriculum, college and career readiness, and supporting academic achievement (e.g., Parent visits to classrooms, California Standards nights, family literacy, PIQE, etc.) Extend application of learning and student achievement through provision of curriculum 	<p>Schoolwide</p>	<p><u> </u>ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u>X</u> Other Subgroups: <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education </p>	<p>Goal C3 Total Adopted Budget: \$0</p> <p>Note: C3 actions and services are represented in allocation of B1</p>

<p>and supplies for home use.</p> <ul style="list-style-type: none"> • Work with community-based agencies to develop and provide family-based educational programs to empower and strengthen families (e.g. resources related to financial literacy, poverty, substance abuse, supporting academic achievement) 			
<p>Goal C4. Active family and student support and intervention to increase school attendance.</p> <ul style="list-style-type: none"> • Develop and implement systems for monitoring and improving student attendance to increase attendance, reduce chronic absenteeism, and decrease truancy for students in every subpopulation. • Conduct home visits and work with families regarding individual needs of chronically absent students; coordinate support services with transportation, student wellness department services, bus passes, and behavior supports to increase attendance. • Learning Director and Assistant Principal will actively monitor attendance, working with family, District and County staff to develop and implement interventions and support. • Provide Student Assistant Specialist (SAS) to facilitate the home to school to community connections to increase access to family resources. 	Schoolwide	<p><input type="checkbox"/> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient X Other Subgroups:</p> <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education 	<p>Goal C4 Total Adopted Budget: \$0</p> <p>Note: C4 actions and services are also represented in allocation of A2</p>
<p>Goal C5. Identification of at-risk students, intervening to reduce dropout and increase graduation rates.</p> <ul style="list-style-type: none"> • Conduct ongoing cycles of assessment of student performance as a means of strengthening effective instruction and identification of students for additional interventions and support. • Provide professional learning time through staff meetings, planning time, release time, and performance contracts to analyze data and instructional effectiveness and then to plan interventions to meet identified needs. • Provide professional learning through conferences, workshops, staff meetings, release time, and performance contract regarding the role of relationship-building and academic relevance for students at risk of dropping out of school (e.g. Nurtured Heart). 	Schoolwide	<p><input type="checkbox"/> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient X Other Subgroups:</p> <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education 	<p>Goal C5 Total Adopted Budget: \$0</p>

<p>Goal C6. Safe and civil school environments in which students are safe, involved, valued, and respected.</p> <ul style="list-style-type: none"> • Design and implement strategies to recruit and support students in extra-curricular activities. (e.g. sports physicals, intramurals, additional coaches, etc) • Provide professional learning and support for staff to meet the unique educational needs of special education students in the ASES program. • Provide annual and ongoing instruction in cyber safety, digital citizenship, and anti-bullying behaviors to increase student safety. • Professional learning for staff in supporting the unique needs of students through positive behavior and youth development programs and strategies (e.g. Positive Behavior Intervention System, Nurtured Heart). • Professional learning for staff in relationship development and modeling of respectful behavior for students. Include an emphasis on seeing situations through the students' and families' perspectives. • Provide activities which increase student connectedness to school and facilitate transitions between academic programs. Provide field trips, speakers, assemblies, incentives, recognition events, programs (e.g. Red Ribbon week, Anti-Bully week, Point Break, Every Monday Matters, I Choose Civility). • Provide positive relationships and mentoring to support personal and academic success through service learning opportunities for students and families; coordinate services with community agencies and businesses • Provide enrichment activities in the After School Education and Safety (ASES) program, including intramural sports, outdoor games, homework assistance, educational field trips, and presentations and events from community based programs. 	Schoolwide	<p><u> </u>ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u>Other Subgroups: • Latino • White • Male • Female • Gifted and Talented • Special Education</p>	<p>Goal C6 Total Adopted Budget: \$75,000</p> <p>\$70,000 - ASES Salaries and Benefits, Books and Supplies, Services, Operating (0091/0838 LCFF Supplemental)</p> <p>\$5,000 – Extracurricular Activities (0091/0830 general base)</p>
<p>Goal C7. Evidence of healthy decision making and citizenship.</p> <ul style="list-style-type: none"> • Learning Director and Assistant Principal will actively gather, analyze, and monitor student recognition and discipline data for students in every subgroup; ensure proportionate recognition and discipline for subpopulations. 	Schoolwide	<p><u> </u>ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u>Other Subgroups: • Latino • White • Male</p>	<p>Goal C7 Total Adopted Budget: \$0</p> <p>Note: C7 actions and services are also represented in allocation of B1</p>

<ul style="list-style-type: none"> Provide professional learning for staff working with youth regarding the unique educational needs and challenges of high needs students. 		<ul style="list-style-type: none"> Female Gifted and Talented Special Education 	
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LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Increased family engagement Metric: Safe and Civil Schools Family Survey Data; Volunteer Assistance Program Increased input from families regarding school decision-making Metric: Governance Meeting Participation Increased program offerings; increased participation rate Metric: Program Offerings for Families Increased program offerings; increased attendance and achievement Metric: Attendance Rates; Chronic Absenteeism Rates; Truancy Rates; Student Attendance Review Board Increased program offerings; decreased dropout and increased graduation rates Metric: Retention Data; Special Education Identification; Middle School Dropout; (Note: High school dropout and graduation rates are not applicable to a K-8 school) Increased participation and percentage of positive survey ratings Metric: Valued and Connected Data; Digital Citizenship Data; California Healthy Kids Data; Safe and Civil School Survey Data Increased positive participation, attendance and decreased suspensions and expulsions Metric: Suspension Rates; Expulsion Rates
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal C1. Research based family engagement practices</p> <ul style="list-style-type: none"> Increase communication to families through multiple means regarding family engagement opportunities, school events, and student educational progress. Communication may include Connect Ed, text messaging services, email, written communication, social media and use of web-based programs to provide information for families who cannot attend campus events. Utilize the Family Engagement team to establish and monitor progress toward annual team goals. Provide structure which supports and increases family volunteers through the CUSD Volunteer Assistance Program. Encourage family involvement by recognizing and valuing the family as an asset in supporting students' educational success. Plan family engagement activities in which families share 	<p>Schoolwide</p>	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u> </u> Other Subgroups: <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education </p>	<p>Goal C1 Total Adopted Budget: \$519</p> <p>\$519 – Parent Involvement (3010 Title I)</p>

<p>cultural and educational resources.</p> <ul style="list-style-type: none"> Support a family-friendly environment through translation and childcare. 			
<p>Goal C2. Family input in school decision making</p> <ul style="list-style-type: none"> Actively recruit participation of families in school advisory teams and ensure site advisory groups include representation from families knowledgeable in the unique educational needs of each WCSAT subpopulation. Participate in annual training for advisory groups; actively monitor to ensure input from all stakeholders is solicited <ul style="list-style-type: none"> Parent Advisory District Advisory District English Learner Advisory School Site Council English Learner Advisory Committee Family Engagement Team Ensure site groups include representation from families and/or county staff knowledgeable in the unique educational needs and challenges of Low Income, Foster, and Special Education youth. 	Schoolwide	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient X Other Subgroups: <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education </p>	<p>Goal C2 Total Adopted Budget: \$0</p> <p>Note: C2 actions and services are represented in allocation of B1</p>
<p>Goal C3. Educational programs, designed for families, to empower them in supporting student achievement and success.</p> <ul style="list-style-type: none"> Provide educational programs for families related to digital citizenship and digital literacy and using educational technology to support student achievement. Provide educational programs for families related to standards, curriculum, college and career readiness, and supporting academic achievement (e.g., Parent visits to classrooms, California Standards nights, family literacy, PIQE, etc.) Extend application of learning and student achievement through provision of curriculum and supplies for home use. Work with community-based agencies to develop and provide family-based educational programs to empower and strengthen families (e.g. resources related to financial literacy, poverty, substance abuse, supporting academic achievement) 	Schoolwide	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient X Other Subgroups: <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education </p>	<p>Goal C3 Total Adopted Budget: \$0</p> <p>Note: C3 actions and services are represented in allocation of B1</p>
<p>Goal C4. Active family and student support and intervention to increase school attendance.</p> <ul style="list-style-type: none"> Develop and implement systems for monitoring and improving student attendance to increase attendance, reduce chronic absenteeism, and 	Schoolwide	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient X Other Subgroups:</p>	<p>Goal C4 Total Adopted Budget: \$0</p>

<p>decrease truancy for students in every subpopulation.</p> <ul style="list-style-type: none"> • Conduct home visits and work with families regarding individual needs of chronically absent students; coordinate support services with transportation, student wellness department services, bus passes, and behavior supports to increase attendance. • Learning Director and Assistant Principal will actively monitor attendance, working with family, District and County staff to develop and implement interventions and support. • Provide Student Assistant Specialist (SAS) to facilitate the home to school to community connections to increase access to family resources. 		<ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education 	<p>Note: C4 actions and services are also represented in allocation of A2</p>
<p>Goal C5. Identification of at-risk students, intervening to reduce dropout and increase graduation rates.</p> <ul style="list-style-type: none"> • Conduct ongoing cycles of assessment of student performance as a means of strengthening effective instruction and identification of students for additional interventions and support. • Provide professional learning time through staff meetings, planning time, release time, and performance contracts to analyze data and instructional effectiveness and then to plan interventions to meet identified needs. • Provide professional learning through conferences, workshops, staff meetings, release time, and performance contract regarding the role of relationship-building and academic relevance for students at risk of dropping out of school (e.g. Nurtured Heart). 	Schoolwide	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u>X</u> Other Subgroups:</p> <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education 	<p>Goal C5 Total Adopted Budget: \$0</p>
<p>Goal C6. Safe and civil school environments in which students are safe, involved, valued, and respected.</p> <ul style="list-style-type: none"> • Design and implement strategies to recruit and support students in extra-curricular activities. (e.g. sports physicals, intramurals, additional coaches, etc) • Provide professional learning and support for staff to meet the unique educational needs of special education students in the ASES program. • Provide annual and ongoing instruction in cyber safety, digital citizenship, and anti-bullying behaviors to increase student safety. • Professional learning for staff in supporting the unique needs of students through positive 	Schoolwide	<p><u> </u> ALL OR: X Low Income pupils X English Learners X Redesignated Fluent English Proficient <u>X</u> Other Subgroups:</p> <ul style="list-style-type: none"> • Latino • White • Male • Female • Gifted and Talented • Special Education 	<p>Goal C6 Total Adopted Budget: \$75,000</p> <p>\$70,000 - ASES Salaries and Benefits, Books and Supplies, Services, Operating (0091/0838 LCFF Supplemental)</p> <p>\$5,000 – Extracurricular Activities (0091/0830 general base)</p>

<p>behavior and youth development programs and strategies (e.g. Positive Behavior Intervention System, Nurtured Heart).</p> <ul style="list-style-type: none"> Professional learning for staff in relationship development and modeling of respectful behavior for students. Include an emphasis on seeing situations through the students' and families' perspectives. Provide activities which increase student connectedness to school and facilitate transitions between academic programs. Provide field trips, speakers, assemblies, incentives, recognition events, programs (e.g. Red Ribbon week, Anti-Bully week, Point Break, Every Monday Matters, I Choose Civility). Provide positive relationships and mentoring to support personal and academic success through service learning opportunities for students and families; coordinate services with community agencies and businesses Provide enrichment activities in the After School Education and Safety (ASES) program, including intramural sports, outdoor games, homework assistance, educational field trips, and presentations and events from community based programs. 			
<p>Goal C7. Evidence of healthy decision making and citizenship.</p> <ul style="list-style-type: none"> Learning Director and Assistant Principal will actively gather, analyze, and monitor student recognition and discipline data for students in every subgroup; ensure proportionate recognition and discipline for subpopulations. Provide professional learning for staff working with youth regarding the unique educational needs and challenges of high needs students. 	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups:</p> <ul style="list-style-type: none"> Latino White Male Female Gifted and Talented Special Education 	<p>Goal C7 Total Adopted Budget: \$0</p> <p>Note: C7 actions and services are also represented in allocation of B1</p>

Annual Update

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

Guiding Questions:

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

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 from prior year LCAP:</p>	<p>Goal A WCSAT will provide high quality, equitable <i>Conditions of Learning</i> for each student through:</p> <ol style="list-style-type: none"> 1. fully credentialed, highly qualified teachers and instructional staff; 2. standards-aligned instructional materials, including educational technology; 3. learning environments with facilities in good repair; 4. research-based instruction of English Language Development, academic content, and academic performance standards in every classroom; 	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 ___ 5 ___ 6 ___ 7 <u>X</u> 8 ___ COE only: 9 ___ 10 ___</p> <p>Local: Local Educational Agency Plan Ceres Unified Strategic Plan Ceres Unified Technology Plan</p>
<p>Goal Applies to:</p>	<p>Schools: WCSAT Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Increased percentage of Highly Qualified staff Metric: Analysis of credential and college transcript; Degree to which teachers are appropriately assigned and credentialed 2. Adoption of Common Core instructional materials and educational technology devices for students Metric: Adoption process and inventory of instructional materials and educational technology; instructional materials sufficiency 3. Maintain or improve facility ratings Metrics: Facility Site Visit Protocol 4. Implementation of Common Core and 2012 ELD Standards Metrics: Classroom walkthroughs and formal Instructional Norms Visit using CUSD Instructional Design and Delivery Norms 	<ol style="list-style-type: none"> 1. Increased percentage of Highly Qualified staff Results: 2013-2014 percentage: 93.6% 2014-2015 percentage: 93.6% 2015-2016 percentage: 95.0% 2. Adoption of Common Core instructional materials and educational technology devices for students Results: Staff implemented the adoption of mathematics and 1:World devices 3. School rated <i>Great</i> (9). Results: 2015-2016 Facility Site Visit Protocol: WCSAT received <i>Great</i> (9) on the CUSD facility rating in 2015-2016. 4. Deeper and more effective implementation of the standards Results: Implementation of standards was monitored through regular classroom walkthroughs, using the CUSD instructional design and delivery norms. Feedback was provided to teachers with a focus on implementation of the standards. Teachers are making continued growth in implementing the standards effectively.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Goal A1. fully credentialed, highly qualified teachers and instructional staff		Goal A1. fully credentialed, highly qualified teachers and instructional staff	
Goal A1 Total Adopted Budget: \$1,776,497		Goal A1 Total Revision 2 Budget: \$1,761,000	
A1a. Hire highly qualified, fully credentialed teachers and instructional staff.	Teacher Salaries and Benefits: \$1,730,497 (0091/0830 general base)	A1a. 95.0% of staff are highly qualified.	Teacher Salaries and Benefits: \$1,720,500 (0091/0830 general base)
A1b. Balance placement of staff, by experience and skill level, at and within sites.	Teacher Induction: \$13,000 (0091/0830 general base)	A1b. Careful consideration was given to the placement of staff at WCSAT, taking experience and skill level into consideration.	Teacher Induction: \$7,500 (0091/0830 general base)
A1c. Support teachers in becoming highly qualified and in completing the Professional Clear credential.	Instructional Coach: \$33,000 (0091/0838 LCFF Supplemental)	A1c. 6 teachers were supported in the Induction program	Instructional Coach: \$33,000 (0091/0838 LCFF Supplemental)
A1d. Maintain instructional coaches to provide and support research-based professional learning and to support instructional effectiveness for staff.		A1d. Instructional coaches were used to provide additional support for instructional staff.	
A1e. Monitor instructional effectiveness. Monitor instruction and ensure ongoing instructional effectiveness for all staff; provide support and professional learning as needed; provide incentives for teachers to pursue and maintain advanced certification of professional learning provided by the district.		A1e. In addition to regular monitoring by site administration, classroom walkthroughs by site and district administration are utilized to monitor instructional effectiveness and to provide feedback for ongoing support and growth.	
A1f. Implement a survey of professional learning needs and effectiveness. Use data to evaluate effectiveness and to inform development of future professional learning.		Formal instructional norms visits are conducted by a full site visit team of administrators, teachers, and classified staff each year. The site is provided feedback on areas of strength as well as reflective questions to guide continued development.	
		A1f. Following site and district professional learning experiences, participants provide written feedback on the effectiveness of the experience. Facilitators use this feedback to inform future professional learning experiences.	
Goal A2. standards-aligned instructional materials, including educational technology		Goal A2. standards-aligned instructional materials, including educational technology	
Goal A2 Total Adopted Budget: \$53,000		Goal A2 Total Revision 2 Budget: \$75,000	
A2a. Purchase standards-aligned instructional materials, including technology-based subscriptions and applications (e.g., Discovery Education).	Materials and Supplies: \$40,000 (0091/0830 general base)	A2a. Staff, students, and families completed the review and adoption process for K-12 math materials in 2014-2015.	Materials and Supplies: \$31,000 (0091/0830 general base)
Evaluate and adopt or approve instructional resource purchases in line with standards-based instruction	Device Insurance: \$13,000 (0091/0830 general base)	A2b. Instructional supplies and materials were provided to enrich and extend the learning for students. Staff received professional learning time to plan, create, and share standards-based lessons.	Device Insurance: \$8,000 (0091/0830 general base)
A2b. Provide increased site budgets to support instruction based on academic standards and career readiness to include site-based: <ul style="list-style-type: none"> Purchase of supplemental standards-aligned instructional materials Purchase of instructional supplies (copies, manipulatives, etc.) Site-based professional learning time to plan, create and share 		A2c. Staff received professional learning related to use of standards-aligned instructional materials with the support of performance contracts, release time, and instructional coaching staff from CUSD Educational Services.	Device Leases: \$32,000 (0091/0830 general base)
		A2d. Android Tablets for K-1 and Chromebooks for 2-12 were provided to each student. Teachers implemented	Professional Development,

<p>standards-based lessons, including education technology and standards-aligned instructional materials.</p> <p>Establish site instructional materials and professional learning allocation</p> <p>A2c. Provide professional learning time to ensure effective implementation of adopted standards-aligned instructional materials.</p> <p>Release time; performance contracts; Ed Services staff</p> <p>A2d. Purchase technology devices for standards-based instruction and instructional materials.</p> <p>Implement 1:1 devices</p> <p>A2e. Provide information on free or low cost Internet options to CUSD students and families.</p> <p>Provide non-Internet dependent digital access to standards-based instructional materials through offline access or download of instructional materials onto 1:1 devices.</p> <p>A2f. Provide professional learning to support effective implementation of educational technology.</p> <p>Release time; performance contract</p>		<p>instruction using the devices and educational technology.</p> <p>A2e. Access to low cost Internet providers has been restricted in the Ceres area. CUSD staff continue to research options for families.</p> <p>The district provides non-internet dependent curricular materials at this time and provide non-Internet dependent technology. Students submit work when they are connected to school wifi.</p> <p>A2f. Staff received professional learning related to Educational Technology and utilized this professional learning within their classroom.</p>	<p>Conferences: \$2,000 (0091/0838 LCFF Supplemental)</p> <p>Professional Development, Substitutes: \$2,000 (0091/0838 LCFF Supplemental)</p>
<p>Goal A3. learning environments with facilities in good repair</p> <p>A3. Conduct routine repair and maintenance related to all items on the Williams list; conduct site facility visits and provide written feedback to principals and head custodians.</p>	<p>Goal A3 Total Adopted Budget: \$0</p>	<p>Goal A3. learning environments with facilities in good repair</p> <p>A review of the site facilities, using the site facility visit protocol, was completed in 2015-2016. A written report was provided to the principal and head custodian. In addition, all staff complete a facility satisfaction survey. This information is used to plan improvements in facilities and maintenance services.</p>	<p>Goal A3 Total Revision 2 Budget: \$0</p>
<p>Goal A4. research-based instruction of English Language Development, academic content, and academic performance standards in every classroom</p> <p>A4a. Monitor instruction through regular classroom visits and feedback, using the research-based CUSD Instructional Design and Delivery norms.</p> <p>Conduct formal and informal Instructional Norms visits.</p> <p>A4b. Provide site-based professional learning time for teachers to collaboratively</p>	<p>Goal A4 Total Adopted Budget: \$0</p>	<p>Goal A4. research-based instruction of English Language Development, academic content, and academic performance standards in every classroom</p> <p>A4a. Implementation of standards was monitored through regular classroom walkthroughs, using the CUSD instructional design and delivery norms. Feedback was provided to teachers with a focus on implementation of the standards in a rich learning environment.</p> <p>A4b. Staff received professional learning time to collaboratively plan, implement, and</p>	<p>Goal A4 Total Revision 2 Budget: \$0</p>

<p>plan, implement, assess, and revise standards-based lessons.</p> <ul style="list-style-type: none"> • Release time; Lesson Study <p>A4c. Provide professional learning time to learn and plan for implementation of the 2012 ELD standards.</p> <ul style="list-style-type: none"> • Release time; • Lesson Study <p>A4d. Provide professional learning time to plan for Integrated and Designated English Language Development lessons.</p> <ul style="list-style-type: none"> • Release time; • Lesson Study <p>A4e. Provide additional district-based professional learning time to collaboratively deepen content, standards and pedagogical knowledge and to plan standards-based lessons including educational technology for high needs students.</p> <ul style="list-style-type: none"> • Additional Instructional and Professional Development days • Collaboration time, outside of the instructional day, for grade and subject level teams to create and share Common Core, standards-based lessons. 		<p>assess instruction, infusing educational technology. This learning time included release time, staff meetings, and lesson study with the support of instructional coaching staff as well as Education Technology Specialists from CUSD Educational Services.</p> <p>A4c. Teachers participated in professional learning sessions as a whole staff, through release time, including lesson study, related to the 2012 ELD standards. Teachers deconstructed the standards, made connections to the California Standards ELA and literacy standards, and used the standards in lesson planning and implementation.</p> <p>A4d. Teachers participated in professional learning related to the ELA framework and the use of Integrated and Designated English Language Development. Professional learning time included active lesson planning, implementation, and reflection on the needs of English learners throughout the day as well as in designated language development instruction.</p> <p>A4e. In addition to professional learning time at the site and district level, two additional professional learning days were offered to staff. During these two days, teachers participated in professional learning related to using educational technology to plan and deliver standards-based lessons, deconstructed and planned lessons focused on the California literacy standards, collaboratively worked on developing and analyzing formative assessments, and shared resources developed to support standards-based learning.</p>	
<p>Scope of service:</p>	<p>Schoolwide</p>	<p>Scope of service:</p>	<p>Schoolwide</p>
<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups:</p> <ul style="list-style-type: none"> • Migrant • Special Education • Gifted and Talented 	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups:</p> <ul style="list-style-type: none"> • Migrant • Special Education • Gifted and Talented 		
<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>In response to feedback from stakeholders and in an effort to make the plan more comprehensible, the language of specific actions and services was combined to remove redundancy and formatted in bulleted lists rather than separate boxes. While the wording has been streamlined, Goal A actions and services continue to reflect the intention and input gathered during consultation with stakeholders.</p> <p>Below is a summary of the changes in actions, services, and expenditures as a result of reviewing Goal A progress to date. For each subgoal, a summary of the budgeted amounts reflected within this LCAP is provided. Funding for actions and services is not “double counted” and supplemental dollars are tracked separately</p>		

within the WCSAT budget. Any unspent LCFF supplemental dollars in a given year remain in the Targeted Funds budget and are reallocated to meet actions and services intended to increase and improve services for the students represented in this Local Control Accountability Plan.

Goal A1. Fully credentialed, highly qualified teachers and instructional staff

In evaluating the actions and services for goal A1, the hiring process will continue to focus on recruiting and retaining highly qualified teachers. Staff will be attending various recruitment fairs in an effort to attract qualified teachers to the district. Widespread advertising of job openings will be conducted. The Induction budget implemented in 2015-2016 will continue to support WCSAT staff in the induction program. There is a continued need for professional learning support from instructional coaches as the teachers implement new math curriculum and continue to develop deep conceptual understanding of the standards and teaching and learning process. In addition, stipends will be provided for teachers earning Ceres Re-Certification of Direct Instruction and/or Google certifications.

Goal A2. Standards-aligned instructional materials, including educational technology

In evaluating the actions and services for goal A2, there is a continued need for research and professional learning related to standards and standards-based instructional materials. In 2016-2017, all teachers will participate in the adoption process for instructional materials to support the California standards for English language arts. These materials will be purchased and in classrooms in the 2017-2018 school year. There is an ongoing need to provide supplemental instructional materials to meet the rigor of the content standards. This need is reflected in the actions and services within the 2016 through 2019 LCAP.

Goal A3. Learning environments with facilities in good repair

In evaluating the actions and services for goal A3, a continued focus on providing quality routine repair and maintenance is needed to provide learning environments with facilities in good repair as well as up to date technology and communication systems. Use of the site facility visit protocol is useful in identifying key areas of attention as reflected on the *Williams* list. The majority of facility costs are run through CUSD maintenance department.

Goal A4. Research-based instruction of English Language Development, academic content, and academic performance standards in every classroom

In evaluating the actions and services for goal A4, there is an ongoing need to provide professional learning time related to the academic content and performance standards, English Language Development, effective instruction, and educational technology as well as feedback relative to implementation of learning during instruction. The current provision of collaboration and professional learning time will continue. Ongoing monitoring of instruction and provision of feedback through learning director, assistant principal, instructional coaches, and support for professional learning is included in the 2016-2017 budget and LCAP actions and services.

Goal A5. Access to broad course of study

This goal has been added to the 2016-2017 plan. WCSAT utilizes specialized instructors within the following subjects: art, music, dance, drama, technology. Students grade K-8 have access to these courses within a given week.

<p>Original GOAL from prior year LCAP:</p>	<p>Goal B WCSAT ensure <i>Pupil Outcomes</i> reflect access, equity, and achievement in research-based instructional and support programs focused on:</p> <ol style="list-style-type: none"> 1. student achievement; 2. college and career readiness; 3. English learners attaining proficiency in English acquisition and academics; 4. English learner reclassification and ongoing achievement; 5. evidence of physical and mental health. 	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__</p> <p>Local: Local Educational Agency Plan Ceres Unified Strategic Plan Ceres Unified Technology Plan</p>
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<p>Goal Applies to:</p>	<p>Schools : WCSAT</p>
<p>Applicable Pupil Subgroups:</p>	<p>All</p>

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Increased achievement in all identified subgroups; decreased achievement gap Metric: CASASPP Performance data 2. Increased percentage of students ready for college and career Metric: students in grade 6-8 participated in college visits 3. Increased proficiency percentage Metric: English learner proficiency data (AMAO) 4. Increased reclassification percentage Metric: English learner reclassification rate 5. Increased access to mental and physical health services Metric: Child Nutrition participation rate; social skills participation rate; mental health services (SAS) 	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Increased achievement in all identified subgroups; decreased achievement gap Results: CAASPP met or exceeded standards students 3-8: <table border="1"> <thead> <tr> <th></th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>47.0%</td> <td>37.0%</td> </tr> <tr> <td>Special Education</td> <td>13.0%</td> <td>13.0%</td> </tr> <tr> <td>English Learner</td> <td>14.0%</td> <td>23.0%</td> </tr> <tr> <td>Reclassified Fluent English Proficient</td> <td>50.0%</td> <td>30.0%</td> </tr> <tr> <td>Foster Youth</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Homeless Youth</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Migrant</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Low Income</td> <td>33.0%</td> <td>24.0%</td> </tr> <tr> <td>Gifted and Talented</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Black/African American</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Asian</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>Hispanic/Latino</td> <td>42.0%</td> <td>14.0%</td> </tr> <tr> <td>White</td> <td>50.0%</td> <td>42.0%</td> </tr> <tr> <td>Male</td> <td>41.0%</td> <td>41.0%</td> </tr> <tr> <td>Female</td> <td>53.0%</td> <td>33.0%</td> </tr> </tbody> </table> <ol style="list-style-type: none"> 2. Increased percentage of students ready for college and career Results: Note: Currently no metrics for a K-8 site. Will use CAASPP and GPA data in 2016-2017. 3. Increased proficiency percentage Annual Measurable Achievement Objective: Making Progress: 2012-2013: 62.2% 2013-2014: 77.3% 2014-2015: 77.5% Attaining Proficiency: 2012-2013: 45.7% 2013-2014: 43.8% 		ELA	Math	All Students	47.0%	37.0%	Special Education	13.0%	13.0%	English Learner	14.0%	23.0%	Reclassified Fluent English Proficient	50.0%	30.0%	Foster Youth	n/a	n/a	Homeless Youth	n/a	n/a	Migrant	n/a	n/a	Low Income	33.0%	24.0%	Gifted and Talented	n/a	n/a	Black/African American	n/a	n/a	Asian	n/a	n/a	Hispanic/Latino	42.0%	14.0%	White	50.0%	42.0%	Male	41.0%	41.0%	Female	53.0%	33.0%
	ELA	Math																																																	
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	<p>2014-2015: 44.8%</p> <p>4. Increased reclassification percentage</p> <p>Results: Reclassification Rates: 2012-2013: 19.5% 2013-2014: 16.3% 2014-2015: 19.0%</p> <p>5. Increased access to mental and physical health services</p> <p>Results: Child Nutrition participation rate on Census day (October):</p> <p>2014-2015: 47.3% (201/425 students) 2015-2016: 43.6% (193/422 students)</p> <p>Mental Health Services (SAS): 2014-2015: 14/425 = 3.3% 2015-2016: *19/422 = 4.5% *August to December 2015</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Goal B1. Student achievement	Goal B1 Total Adopted Budget: \$104,893	Goal B1. Student achievement	Goal B1 Total Revision 2 Budget: \$104,670
<p>B1a. Learning Director provides individual academic planning and counseling focused on student achievement results.</p> <p>Provide Learning Director at K-12 school sites</p> <p>B1b. K-6 academic intervention teams use the CUSD Pyramid of Interventions and Student Study Team process to provide individual academic planning and counseling for high-need students.</p> <p>Conduct regular reviews of student data, plan and implement interventions and services in a timely manner</p> <p>B1c. Analyze data for students receiving special education services to ensure proportionate and equitable access and achievement for each student subgroup.</p> <p>Conduct data reviews of special education services for each subpopulation</p> <p>B1d. Professional learning focused on</p>	<p>Learning Director Salary and Benefits: \$76,300 (0091/0838 LCFF Supplemental)</p> <p>Paraprofessional Salaries and Benefits: \$24,914 (3010 Title I)</p> <p>Instructional Material: \$3,679(3010 Title I)</p>	<p>B1a. Learning director provides individual academic planning and counseling services focused on student achievement results.</p> <p>B1b. K-6 academic intervention teams use the CUSD Pyramid of Interventions and Student Study Team process to provide individual academic planning and counseling for high-need students.</p> <p>Academic intervention teams, including site and district learning specialists, met regularly to review student performance and behavioral data, planning appropriate interventions and working with families to coordinate support for students.</p> <p>B1c. In coordination with Student Study teams, the special education program director, program specialists, and both special and general education psychologists actively monitor and provide intervention services. They work closely with teachers and site administrators to ensure all possible supports are in place so students are learning in the least restrictive environment</p>	<p>Learning Director Salary and Benefits: \$76,000 (0091/0838 LCFF Supplemental)</p> <p>Paraprofessional Salaries and Benefits: \$25,000 (3010 Title I)</p> <p>Instructional Material: \$3,670 (3010 Title I)</p>

<p>collaborative development of lessons based on formative and summative achievement data.</p> <p>Staff meeting time; instructional coach support; release time; lesson study; performance contract</p> <p>B1e. Monitor academic performance of middle school students, providing intervention and academic counseling for high needs students to prepare for the transition to high school.</p> <p>Conduct regular reviews of student data, plan and implement interventions and services in a timely manner</p> <p>B1f. With support from the English Learner Assistants, Learning Director and Assistant Principal will actively gather and monitor English learner and Redesignated Fluent English Proficient student achievement data to ensure appropriate academic supports are in place.</p> <p>Prioritize English learner and Redesignated Fluent English Proficient access to intervention and support services.</p>		<p>B1d. Professional learning focused on collaborative development of lessons based on formative and summative achievement data was provided during staff meetings, with support from instructional coaches, during release and performance contract time and during lesson studies.</p> <p>B1e. Learning director provides guidance counseling for all students with a particular focus on at-risk students. They coordinate intervention services and ensure student schedules meet their unique learning needs.</p> <p>B1f. Educational Services coordinates training and support for school sites regarding the needs and assessment data for English Learners and Redesignated Fluent English Proficient students. English Learner Testing Assistants work closely with Learning Director and Assistant Principal to monitor the progress of English learners. They also gather data to determine if a students has met redesignation criteria and monitor their progress for two years following</p>	
<p>Goal B2. College and career readiness</p> <p>B2a. Learning Director to provide college and career readiness counseling and academic guidance</p> <p>Maintain Learning Director to student ratio</p> <p>B2b. Whitmore follow the K-12 <i>Ceres is Serious about College</i> program supports college and career readiness activities, including field trips to colleges, college testing preparation (PSAT, SAT, ACT), financial aid, career education and planning activities, and educational resources to promote college and career readiness to students and parents.</p> <p>Increase or maintain college and career readiness activities and participation.</p> <p>B2c. Increase career readiness activities (e.g., guest speakers, education programs, mock interviews, resume writing, online job applications, job shadowing, internship opportunities).</p>	<p>Goal B2 Total Adopted Budget: \$0</p>	<p>Goal B2. College and career readiness</p> <p>B2a. Learning Director to identify and monitor the progress toward graduation and college and career readiness goals for students who are first-generation college students. These students have families who want them to go to college but are unfamiliar with the systems and steps toward achieving those goals. Learning Directors work closely with these families to prepare students for future opportunities.</p> <p>B2b. Whitmore promotes a college and career readiness focus for students. Beginning in elementary school, students participate in activities like college and career fairs, guest speakers who share their college preparation strategies and experiences and field trips to college campuses.</p> <p>B2c. Whitmore provides career readiness activities through career fairs and assemblies featuring local business partners and guest speakers from the community. Considering WCSAT is a K-8 school, new metrics are needed to evaluate college and career readiness.</p>	<p>Goal B2 Total Revision 2 Budget: \$0</p>

<p>Coordinate career readiness activities with community agencies, service clubs, and local business partners</p> <p>Goal B3. English learners attaining proficiency in English acquisition and academics</p> <p>B3a. Provide English Language Development instruction through Integrated (SDAIE) and Designated English Language Development classes</p> <p>Increase professional learning on ELD standards and effective instruction through Integrated and Designated ELD</p> <p>B3b. Coordinate English learner services between special education case managers, English Learner Assistant and Learning Director for those special education students who are also English Learners.</p> <p>Analyze performance data for special education students and prioritize intervention and language development services</p> <p>Goal B4. English learner reclassification and ongoing achievement</p> <p>B4a. Provide Integrated (SDAIE) English Language Development instruction and support in every classroom through research-based instructional strategies designed to support academic achievement for English learners.</p> <p>Professional learning to increase access to academic discourse of core content in support of language acquisition</p> <p>B4b. With the support of English Learner Assistants, Assistant Principal and Learning Director will closely monitor progress of English learners, providing support to accelerate academic achievement.</p> <p>Conduct data analysis at regular</p>	<p>Goal B3 Total Adopted Budget: \$31,000</p> <p>English Learner Assistant Salary and Benefits: \$31,000 (0091/0838 LCFF Supplemental)</p> <p>Goal B4 Total Adopted Budget: \$0</p>	<p>Goal B3. English learners attaining proficiency in English acquisition and academics</p> <p>B3a. Provide English Language Development instruction through Integrated (SDAIE) and Designated English Language Development classes</p> <p>Integrated and Designated English Language Development are provided in every classroom to support the linguistic needs of English learners. Teachers receive feedback from classroom walkthroughs regarding the needs of English learners and instructional coaches provide ongoing support in effective instructional strategies to meet the language needs of English learners within content area instruction.</p> <p>B3b. Educational Services staff who specialize in the needs of English learners work closely with site administration and special education case managers to ensure language needs are evaluated when planning interventions and scheduling for English learners.</p> <p>Goal B4. English learner reclassification and ongoing achievement</p> <p>B4a. Sites provided Integrated (SDAIE) English Language Development instruction and support in every classroom through research-based instructional strategies designed to support academic achievement for English learners.</p> <p>B4b. English learners receive Integrated and Designated ELD and teachers received ongoing professional learning this year on the new ELD standards. The Learning Directors closely monitor progress of English learners, adjusting services as appropriate to increase achievement access and opportunities for English learners.</p> <p>B4c. The Language Assessment Team conducts regular data reviews and observations of English learners to identify students who have met criteria for</p>	<p>Goal B3 Total Revision 2 Budget: \$31,000</p> <p>English Learner Assistant Salary and Benefits: \$31,000 (0091/0838 LCFF Supplemental)</p> <p>Goal B4 Total Revision 2 Budget: \$0</p>
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<p>intervals and provide interventions in a timely manner, particularly for long-term English learners</p> <p>B4c. Redesignate English learners upon achieving district redesignation criteria and then monitor students' academic progress for at least 24 months, providing academic support as needed.</p> <p>Monitor English learners' academic achievement; conduct Language Assessment Team meetings to plan interventions and supports and to review and report progress</p> <p>Goal B5. Evidence of physical and mental health</p> <p>B5a. Develop and provide expository curriculum resources and professional learning opportunities with a focus on nutrition and physical health.</p> <p>Provide expository curriculum resources and learning opportunities K-6</p> <p>B5b. Develop and implement physical and mental health programs to support high-need students and families.</p> <p>Increase staff to provide coordinator and support staff.</p>	<p>Goal B5 Total Adopted Budget: \$3,640</p> <p>Salary and Benefits, Contracted Services, SAS: \$3,640 (0091/8038 LCFF Supplemental)</p>	<p>redesignation. Once Redesignated, students are monitored for 24 months to ensure full access and ongoing achievement in core curriculum.</p> <p>Goal B5. Evidence of physical and mental health</p> <p>B5a. Using supplemental curriculum resources, teachers are incorporating nutrition and physical health into instruction of the reading and literacy standards. While students develop reading proficiency, they are also learning about how to have a healthy lifestyle.</p> <p>B5b. Continue to utilize Student Assistant Specialist (SAS)</p>	<p>Goal B5 Total Adopted Budget: \$4,500</p> <p>Salary and Benefits, Contracted Services, SAS: \$4,500 (0091/0838 LCFF Supplemental)</p>
<p>Scope of service:</p>	<p>Schoolwide</p>	<p>Scope of service:</p>	<p>Schoolwide</p>
<p><input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups:</p> <ul style="list-style-type: none"> • Migrant • Special Education • Gifted and Talented 		<p><input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups:</p> <ul style="list-style-type: none"> • Migrant • Special Education • Gifted and Talented 	
<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>In response to feedback from stakeholders and in an effort to make the plan more comprehensible, the language of specific actions and services was combined to remove redundancy and formatted in bulleted lists rather than separate boxes. While the wording has been streamlined, Goal B actions and services continue to reflect the intention and input gathered during consultation with stakeholders.</p> <p>Below is a summary of the changes in actions, services, and expenditures as a result of reviewing Goal B progress to date. For each subgoal, a summary of the budgeted amounts reflected within this LCAP is provided. Funding for actions and services is not "double counted" and supplemental dollars are tracked separately within the WCSAT budget. Any</p>		

unspent LCFF supplemental dollars in a given year remain in the Targeted Funds budget and are reallocated to meet actions and services intended to increase and improve services for the students represented in this Local Control Accountability Plan.

Goal B1. Student achievement

In evaluating the actions and services for goal B1, there is evidence of research-based, effective instruction, support and enrichment programs in place to assess and monitor student performance, providing both intervention and enrichment learning opportunities for students. As Whitmore completes a second year with the new assessment model for the academic content standards through the CAASP testing system, progress is being made to deepen the level of rigor and use of education technology to complete assessments. The first year of CAASPP testing reveals achievement gaps for subpopulations of students. Staff will continue to focus on collaboration and professional learning relative to the content standards and use of educational technology to teach at high levels, providing instructional support so all students rise in performance and even greater growth is evidenced for subgroups.

Goal B2. College and career readiness

In evaluating the actions and services for goal B2, there is an ongoing need to provide active monitoring and intervention as well as enrichment activities for students in the area of college and career readiness. Funding for college and career readiness activities will be maintained in 2016-2017, with a new metric of number of students visiting college and number of students participating in college and career fairs.

Goal B3. English learners attaining proficiency in English acquisition and academics

In evaluating the actions and services for goal B3, there is evidence English learners are making progress in acquiring English. More work can be done to increase the percentage of students attaining proficiency in their language. 7.8% of students at WCSAT are English learners, the majority of whom are long term English learners. Actions and services related to professional learning on the ELD standards as well as instructional support on how to meet the needs of these students will be continued.

Goal B4. English learner reclassification and ongoing achievement

In evaluating the actions and services for goal B4 and reclassification data, there are strong systems of support in place for the identification, reclassification, and monitoring of English learners as they attain proficiency. As professional learning relative to the ELD standards increases and Integrated ELD is strengthened in all subject areas, we will be even more effective in meeting the proficiency goals for long term English learners. This is an area of focus for 2016-2017 and will be supported through the continuation of hours for the English Learner Testing Assistant as well as the work of the Assistant Principal and Learning Director, who will play an active role on the Language Assessment Teams at Whitmore.

Goal B5. Evidence of physical and mental health

In evaluating the actions and services for goal B6, there is evidence of both responsiveness to the needs of our student population and the benefit such services provide in supporting student learning. While many students have been served through district office programs, there is need to continue SAS support.

Original GOAL from prior year LCAP:	<p>Goal C Ceres Unified will ensure active family and student <i>Engagement</i> through:</p> <ol style="list-style-type: none"> 1. research-based family engagement practices; 2. family input in school decision making; 3. educational programs, designed for families, to empower them in supporting student achievement and success; 4. active family and student support and intervention to increase school attendance; 5. safe and civil school environments in which students are safe, involved, valued, and respected. 6. evidence of healthy decision making and citizenship. 	<p>Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__</p> <p>Local: Local Educational Agency Plan Ceres Unified Strategic Plan Ceres Unified Technology Plan</p>
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Goal Applies to:	Schools: WCSAT	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Increased family engagement Metric: Family engagement goal data 2. Increased input from families regarding school decision-making Metric: governance participation; communication goals 3. Increased program offerings; increased participation rate Metric: program offerings; participation data 4. Increased program offerings; increased attendance and achievement Metric: program offerings; participation data; achievement data for identified students; 5. Increased participation and percentage of positive survey ratings Metric: Valued and Connected data; Safe and Civil survey data; California Healthy Kids Survey data 6. Evidence of healthy decision making and citizenship Metric: Increase positive participation, attendance, and decrease suspensions and expulsions 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Increased family engagement Data received from Safe and Civil School surveys of families in 2014-2015 reflect a 97.4% satisfaction rate by family members responding to the question "Parents/Families who visit the school are welcomed, treated with respect, and encouraged to come back." This is an increase from 96.6% in 2013-2014. 2. Increased input from families regarding school decision making Results: Average meeting attendance: 2012-2013: 6 2013-2014: 8 2014-2015: 7 3. Increased program offerings; increased participation; increased achievement Results: 2013-2014: 10 programs/events 2014-2015: 13 programs/events 2015-2016: 15 programs/events 4. Increased program offerings; increased attendance and achievement Results: Attendance Rates: 2013-2014: 97.65% 2014-2015: 97.43% 2015-2016 98.57% (August to December) Chronic Absenteeism: 2013-2014: 0.0% 2014-2015: 0.0% 2015-2016: 0.0% (August to December) Middle School Dropout Rate: 2013-2014: 0.0%
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2014-2015: 0.0%
 2015-2016: 0.0% (August to December)

5. Increased participation and percentage of positive survey ratings

Results:

Valued and Connected (club participation)
 2013-2014: 60 students
 2014-2015: 69 students
 2015-2016: 63 students

Safe and Civil School Survey
 Adults care about students: 98.9%
 Adults are helpful to students: 98.9%
 Adults treat students fairly: 87.7%
 Adults treat students respectfully: 96.7%
 Adults encourage students to do their best: 99.4%
 If students have a problem, they know they can go to a staff member for help: 93.4%
 I am proud to be a part of this school: 95.0%

6. Increase positive participation, attendance, and decrease suspensions and expulsions

Results:

Suspension Rate:
 2013-2014: 6 suspensions
 2014-2015: 5 suspensions
 2015-2016: 6 suspensions

Expulsion Rate:
 2013-2014: 0
 2014-2015: 0
 2015-2016: 0

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Goal C1. Research based family engagement practices</p> <p>C1a. Increase family engagement in school events through communication of student educational progress; use of web-based programs to provide information for families who cannot attend campus events.</p> <p>Utilize the Family Engagement team at each school site to establish and monitor progress toward annual team</p>	<p>Goal C1 Total Adopted Budget: \$510</p> <p>Parent Involvement: \$510 (3010 Title I)</p>	<p>Goal C1. Research based family engagement practices</p> <p>C1a. Whitmore has a Family Engagement team made up of families representing significant subpopulations, staff, and the principal. The team develops goals related to creating a school environment in which input from families is actively gathered and used to inform site decision making. The Assistant Superintendent of Educational Services attends at least two meetings</p>	<p>Goal C1 Total Revision 2 Budget: \$510</p> <p>Parent Involvement: \$510 (3010 Title I)</p>

<p>goals.</p> <p>C1b. Provide structure which supports family volunteers through the CUSD Volunteer Assistance Program.</p> <p>Increase the number of family volunteers at each school site.</p> <p>C1c. Encourage family involvement by recognizing and valuing the family as an asset in supporting students' educational success.</p> <p>Family engagement activities in which families share cultural and educational resources.</p> <p>C1d. Increase communication to families through multiple means (Connect Ed, text messaging services, email, written communication).</p> <p>Communicate regularly with families regarding family engagement opportunities and school events</p>		<p>per year, providing coaching and monitoring the progress each team is making toward goals.</p> <p>C1b. Family participation in the learning environment is encouraged and supported through our Volunteer Assistance Program. A significant number of individuals actively participate in this program.</p> <p>2012-2013: 98 2013-2014: 95 2014-2015: 102 2015-2016: 174</p> <p>C1c. One role of the Family Engagement team is to provide input into school events which make a connection between the home and school environment. Some examples of events held this year at WCSAT include a new to Whitmore family orientation and a technology information night.</p> <p>C1d. A focus within the Family Engagement team is on ways to communicate information to families as well as how to gather their feedback to inform decision-making. Whitmore utilizes the Connect Ed program, as an example of one-way communication from the school to families. Email, surveys, and comment cards on newsletters are examples of two-way communication in which feedback from families is gathered.</p>	
<p>Goal C2. Family input in school decision making</p> <p>C2a. Ensure site and district advisory groups:</p> <ul style="list-style-type: none"> *Parent Advisory *District Advisory *District English Learner Advisory *School Site Council *English Learner Advisory Committee <p>Include representation from families knowledgeable in the unique educational needs of each Whitmore subpopulation.</p> <p>Participate in annual training for advisory groups; actively monitor to ensure input from all stakeholders is solicited</p>	<p>Goal C2 Total Adopted Budget: \$0</p>	<p>Goal C2. Family input in school decision making</p> <p>C2a. Site and district staff ensure site and district advisory groups include representation from families knowledgeable in the unique educational needs of each Whitmore subpopulation.</p> <p>Educational Services staff provide training for advisory groups such as English Learner Advisory and School Site Council each year. Committee participation is monitored to ensure representatives from subpopulations are invited and included in school governance.</p> <p>C2b. C2c. Administration take steps to ensure school governance groups include representation from family and</p>	<p>Goal C2 Total Revision 2 Budget: \$0</p>

<p>C2b. Ensure site and district advisory groups include representation from families and/or county staff knowledgeable in the unique educational needs and challenges of Migrant youth.</p> <p>Actively recruit participation of families or support staff in school advisory teams</p> <p>C2c. Ensure site and district advisory groups include representation from families and/or county staff knowledgeable in the unique educational needs and challenges of foster youth.</p> <p>With the support of the Foster Youth Liaison, actively recruit participation of families or support staff in school advisory teams.</p>		<p>community agencies familiar with the unique educational needs and challenges of Migrant and Foster youth. In addition, the district staff consult with Merced County Migrant services staff regarding the needs of Migrant Youth and Stanislaus County Foster Youth Educational Liaison regarding the needs of Foster Youth.</p>	
<p>Goal C3. Educational programs, designed for families, to empower them in supporting student achievement and success.</p> <p>C3a. Provide educational programs for families related to digital citizenship and using educational technology to support student achievement.</p> <p>Plan and implement family learning to support digital citizenship and 21st Century learning</p>	<p>Goal C3 Total Adopted Budget: \$0</p>	<p>Goal C3. Educational programs, designed for families, to empower them in supporting student achievement and success.</p> <p>C3a. Whitmore hosted an informational night during which families received information regarding the educational technology implementation plan. Ongoing trainings took place in the 2015-2016 school year to ensure families have the training needed to support their children’s use of digital resources.</p>	<p>Goal C3 Total Revision 2 Budget: \$0</p>
<p>Goal C4. Active family and student support and intervention to increase school attendance.</p> <p>C4a. Develop and implement systems for monitoring and improving student attendance to increase attendance, reduce chronic absenteeism, and decrease truancy.</p> <p>Provide opportunities and incentives to increase attendance within all subgroups</p> <p>C4b. Learning Directors will actively monitor attendance, working with family and County staff to develop and implement interventions and support.</p> <p>Actively monitor attendance, planning and implementing support services as needed</p>	<p>Goal C4 Total Adopted Budget: \$0</p>	<p>Goal C4. Active family and student support and intervention to increase school attendance.</p> <p>C4a. Student attendance is monitored closely at the site and district level. Parents of students who have accrued a minimum of three unexcused absences are contacted by the school site personnel.</p> <p>Students with continued absences who are in danger of referral to the Student Attendance Review Board participate in informal meetings at the sites with administrators, parents, and the CUSD attendance liaison. Resources are provided to assist the families in overcoming barriers to attendance. Parents are advised of laws pertaining to regular school attendance and the SARB process.</p>	<p>Goal C4 Total Revision 2 Budget: \$0</p>

<p>Goal C5. Safe and civil school environments in which students are safe, involved, valued, and respected.</p> <p>C5a. Design and implement strategies to recruit and support students in extra-curricular activities.</p> <p>C5b. Provide instruction in cyber safety, digital citizenship, and anti-bullying behaviors to increase student safety. Annual and ongoing instruction</p> <p>C5c. Provide activities which increase student connectedness to school and facilitate transitions between academic programs.</p> <p>Field trips, speakers, assemblies, incentives, recognition events, programs (e.g. Red Ribbon week, Anti-Bully week, Point Break, Every Monday Matters, I Choose Civility).</p> <p>C5d. Provide positive relationships and mentoring to support personal and academic success through service learning opportunities for students and families.</p> <p>Coordinate services with community agencies and businesses</p> <p>Goal C6. Evidence of healthy decision making and citizenship.</p> <p>C6a. Learning Director and Assistant Principal will actively gather and monitor student recognition and discipline data.</p> <p>Analyze data, plan, and implement recognition events and additional supports</p>	<p>Goal C5 Total Adopted Budget: \$84,000</p> <p>Athletics: \$4,000 (0091/0830 general base)</p> <p>ASES Salaries and Benefits, Books and Supplies, Services, Operating: \$80,000 (0091/0838 LCFF Supplemental)</p> <p>Goal C6 Total Adopted Budget: \$0</p>	<p>CUSD also partners with the Stanislaus County District Attorney's Office and Superior Court. The goal of all partners is to ensure students attend school regularly and to reduce absenteeism and truancy.</p> <p>C4b. Learning Director and attendance staff monitor student attendance and coordinate support services for students who are missing school.</p> <p>Goal C5. Safe and civil school environments in which students are safe, involved, valued, and respected.</p> <p>C5a. School staff actively recruit students to participate in clubs and extra-curricular activities. New clubs are added based on student interest and requests.</p> <p>C5b. Teachers provided anti-bullying, cyber safety, and digital citizenship lessons for students K-12.</p> <p>C5c. Facilitate transition activities between grade levels and academic programs. These transition activities include the opportunity for students to visit classrooms and campuses they will attend in the next school year. Students also participate in activities and programs designed to support student self-image and understanding of others.</p> <p>C5d. Students have opportunities within extra-curricular clubs to participate in community service activities.</p> <p>Goal C6. Evidence of healthy decision making and citizenship.</p> <p>C6a. Learning Director and Assistant Principals actively gather and monitor student performance data, providing recognition and additional supports as needed.</p> <p>C6b. Staff received professional learning regarding the unique educational needs and challenges faced</p>	<p>Goal C5 Total Revision 2 Budget: \$81,917</p> <p>Athletics: \$5,000 (0091/0830 general base)</p> <p>ASES Salaries and Benefits, Books and Supplies, Services, Operating: \$76,917 (0091/0838 LCFF Supplemental)</p> <p>Goal C6 Total Revision 2 Budget: \$0</p>
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<p>C6b. Provide training for staff working with youth regarding the unique educational needs and challenges of high needs students.</p> <p>Professional learning through staff meetings, release time, or performance contract</p> <p>C6c. With support from the English Learner Assistant, Learning Director will actively gather and monitor English learner and Redesignated Fluent English Proficient student recognition and discipline data, providing additional supports as needed.</p> <p>Analyze data, plan, and implement recognition events and additional supports; ensure data is proportionate with other subpopulations</p>		<p>by high needs students. Additional supports are available for staff in this area through the mental health and counseling services.</p> <p>C6c. Learning Director actively gathers and monitors English learner and Redesignated Fluent English proficient student performance, providing recognition and additional supports as needed. An example of this is the annual recognition event for students who have met criteria to be Redesignated.</p>	
<p>Scope of service:</p>	<p>Schoolwide</p>	<p>Scope of service:</p>	<p>Schoolwide</p>
<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: Special Education Gifted and Talented</p>		<p><input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Redesignated Fluent English Proficient <input checked="" type="checkbox"/> Other Subgroups: Special Education Gifted and Talented</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>In response to feedback from stakeholders and in an effort to make the plan more comprehensible, the language of specific actions and services was combined to remove redundancy and formatted in bulleted lists rather than separate boxes. While the wording has been streamlined, Goal C actions and services continue to reflect the intention and input gathered during consultation with stakeholders.</p> <p>Below is a summary of the changes in actions, services, and expenditures as a result of reviewing Goal B progress to date. For each subgoal, a summary of the budgeted amounts reflected within this LCAP is provided. Funding for actions and services is not “double counted” and supplemental dollars are tracked separately within the WCSAT budget. Any unspent LCFF supplemental dollars in a given year remain in the Targeted Funds budget and are reallocated to meet actions and services intended to increase and improve services for the students represented in this Local Control Accountability Plan.</p> <p>Goal C1. Research based family engagement practices In evaluating the actions and services for goal C1, there are many areas of celebration regarding active family engagement in our school. There will continue to be a focus on ensuring the voices of families who are not currently engaged in school decision making are solicited, welcomed, valued, and invited into Whitmore Charter. Family Engagement teams will continue as a focus.</p> <p>Goal C2. Family input in school decision making In evaluating the actions and services for goal C2, there are systems in place to solicit the input of families, including the families of significant subpopulations, in school decision making. This is an area of ongoing focus and importance.</p>		

Goal C3. Educational programs, designed for families, to empower them in supporting student achievement and success.

In evaluating the actions and services for goal C3, there is an ongoing need to provide educational programs designed for families and designed to empower them in supporting student achievement and success. In addition, the focus on educational technology support for families will continue.

Goal C4. Active family and student support and intervention to increase school attendance.

In evaluating the actions and services for goal C4, there is a system of support in place for students and families in the area of school attendance. Services will continue.

Goal C5. Safe and civil school environments in which students are safe, involved, valued, and respected.

In evaluating the actions and services for goal C5, increased professional learning regarding the needs of students in conjunction with increased numbers of clubs and transition activities have resulted in positive school environments which support student achievement. These are areas of ongoing need, as is the continuation of support for student success through additional clubs, connections to adults through mentorships and advising, site supervision, and School Resource Officers. Funding is budgeted at the site level to provide additional clubs, activities, and supervision to encourage active involvement in school.

Goal C6. Evidence of healthy decision making and citizenship.

In evaluating the actions and services for goal C6, there has been an increased focus on monitoring data to ensure students from all subgroups are supported in making healthy decisions and displaying citizenship. Analysis of data indicates suspensions and expulsions have maintained at a lower level. WCSAT holds all students accountable to a master agreement. This master agreement helps support students to maintain positive behavior.

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	\$ 259,024
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In 2016-2017, WCSAT will receive \$225,417 LCFF Supplemental and Concentration funds, an increase of \$32,829 over 2015-2016, on the basis of the number and concentration of low income, foster youth and English learner students; Ceres Unified has an 45.7% unduplicated count of these students. Due to this concentration of high need students, LCAP goals, actions, and services were developed and implemented on a needs basis.

Feedback from needs analyses and evaluation of 2015-2016 actions and services, including input from LCAP Stakeholder groups, identified several keys areas of service that will provide the most effective use of funds to meet the school's goals for unduplicated pupils in the state and local priority areas. These services will include academic, social-emotional, physical, and mental health and educational needs of WCSAT students and families. Professional learning and specific actions and services are designed to support educational achievement and college and career readiness for Whitmore students.

The actions and services within section two of this Local Control Accountability plan are designed to increase and improve services for high needs students, including low income, English learners, and foster youth. Our focus is to grow services in both quality and quantity to serve our students and families in equitable learning environments designed to close barriers and eliminate the soft bigotry that is a consequence of low expectations (Muhammad, 2015).

Providing high levels of academic and wrap around services on a districtwide basis will raise the level of education for all students in Whitmore. As Dr. Anthony Muhammad emphasizes in his book Overcoming the Achievement Gap Trap, in high achieving schools, internal and external obstacles are viewed as "challenges and opportunities for growth and to do what is perceived as impossible...they recognize that students are not **at risk** but...**school dependent**. *They believe that with the right guidance, resources, and enough time, ALL students can become academically and socially successful*". This is a belief at the core of the goals, actions, and services of the WCSAT Local Control Accountability Plan.

With a 45.7% unduplicated count of students, the goals, actions, and services of this LCAP have been developed with the needs of school-dependent children in mind. Because the percent of unduplicated students exceeds the threshold of 40%, actions and services in this Local Control Accountability Plan are provided on a schoolwide basis, with the supplemental grant dollars principally directed toward meeting the needs of school-dependent students.

Utilizing the ongoing process of stakeholder consultation and involvement, Whitmore will continue to implement, evaluate, and revise the goals, actions, and services within the LCAP, using specific outcomes, metrics, and results to inform actions and services in 2016-2017 and beyond. The voices and experiences of WCSAT students, families, community members, and staff are critical in the ongoing cycle of reflection, planning, and evaluation needed as we work toward closing expectation and achievement gaps and achieving the mission to provide quality instruction and support programs resulting in equitable achievement and college and career readiness for every student.

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

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

8.71	%
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The Ceres Unified Local Control Accountability Plan provides a specific plan to guide spending, increasing and/or improving services by 8.71% to proportionally meet the educational needs of low income, foster youth, and English learners above and beyond services provided for all students.

Specifically, funds will support actions and services above and beyond those provided for all students by increasing and improving services in terms of quality and/or quantity in the areas of academic, social-emotional, physical and mental health, and educational needs of Whitmore Charter School students and families.

The unduplicated count of WCSAT students constitute 45.7% of the student population; therefore, the increased and improved services presented in section two serve the unduplicated students districtwide and are above and beyond the base program for all students. These planned services and actions were designed to increase student achievement and include:

- Maintain staff to provide instructional support, increased communication to parents, increased social emotional support for students
- Professional learning on meeting the needs of English Learners, students of poverty, and new standards and curriculum
- Increased access to technology and increasing computer literacy
- Providing additional enrichment opportunities
- Providing increased social- emotional support, mentoring, and health services
- Increasing student awareness of post- secondary options including both higher education and career pathways
- Increasing support of alternative programs to meet students' unique needs
- Providing additional remediation opportunities and instructional materials

The specific dollar amounts for actions and services in this LCAP reflect spending in alignment with the:

- 2016-2017 supplemental grant allocation: \$ 32,829
- Prior Year (Estimated) Expenditures above what was spent on all pupils: \$ 226,195
- Total Projected 2016-2017 Supplemental Grant LCAP Expenditures: \$ 259,024

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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