

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

LEA Plan Information:

Name of Local Educational Agency (LEA): Fontana Unified School District

County/District Code: 3667710

Dates of Plan Duration: July 1, 2015 – June 30, 2018

Date of Local Governing Board Approval: *June 24, 2015*

District Superintendent: Leslie A. Boozer, Ed.D.

Address: 9680 Citrus Avenue

City: Fontana

Zip code: 92335

Phone: (909) 357-7600

Fax: (909) 357-5012

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Leslie A. Boozer, Ed.D. 6/24/15

Printed or typed name of Superintendent

Date

Signature of Superintendent

BarBara Chavez

6/24/15

Printed or typed name of Board President

Date

Signature of Board President

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

District's Mission Statement

The mission of the Fontana Unified School District (FUSD) is "to graduate all students prepared to succeed in a changing world."

Demographics of Students Served

Fontana Unified School District is located in San Bernardino County and what is also known as the "Inland Empire". The town site was dedicated in 1913 and the current city of Fontana was incorporated in 1952. The district serves approximately 39,431 students in 44 schools. Currently, the district is composed of 29 elementary schools (K-5 and K-6), 7 middle schools (6-8), 5 comprehensive high schools (9-12), 2 continuation schools and 1 adult school.

The 2014-2015 data figures reported to the California Longitudinal Pupil Achievement Data System (CALPADS) student ethnic distribution is as follows:

- Hispanic or Latino of any race: 34,040
- American Indian or Alaska Native, not Hispanic: 43
- Asian, not Hispanic: 853
- Pacific Islander, Not Hispanic: 109
- African American, Not Hispanic: 2,251
- White, Not Hispanic: 1783
- Two or more races, Not Hispanic: 347
- Not reported: 5

The district-wide percentage of students on free/reduced lunch is 82.6%. Fontana manages its own SELPA, serving 4,724 students, or 11.7%. The most current English Learners demographic information shows population 13,391 of English Learners, or 39.0% of the student population.

District Planning and Stakeholder Involvement Process

As Fontana Unified School District embarked upon its first year of implementing the LCAP in addition to the existing LEA Plan, the realization for a need to update the vision, values and strategic framework evolved. It also became apparent that the 8 state priorities aligned with the existing federal No Child Left Behind requirements, thus making integration of the state and federal plans a viable option. FUSD is committed to continuous improvement. District stakeholders at every level realize how vital it is to build, through teamwork, a vision and strategic

Board Approved 06/24/2015

framework to guide Fontana schools in the years ahead. In our shared vision, FUSD is a community united to ensure that every student is prepared for success in college, career and life.

This vision, along with our *Transforming Together* Strategic Framework, grew out of thousands of hours of dialogue with students, teachers, classified staff, administrators, parents, elected officials, local organizations and community members. These diverse stakeholders provided comprehensive insight and feedback that coalesced into a roadmap for Fontana Unified.

It is crucial that FUSD have a roadmap to define what success means for our district and make sure our goals are aligned with the new state and national standards. In order to ensure an inclusive and systematic approach to devising that roadmap, the district embarked on *Transforming Together*. The *Transforming Together* process emphasized community-wide collaboration and entailed five steps: initial visioning; synthesizing themes; stakeholder selection of goals; the building of a framework; and adoption of the framework by the Board of Education. The framework centers on the following cornerstones of success:

- Every Student Successful: *Schools demonstrate a relentless focus on preparing students for success in college, career and life.*
- Engaging Schools: *Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.*
- Empowered Communities: *Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.*

An LCAP/LEAP Leadership working group came together to review the 2014-2015 LCAP and LEAP goals as the review process began. Realizing that the district had 50 goals; 28 LCAP and 22 LEAP, that were often repetitive and more action oriented instead of goal oriented, the working group consolidated the 28 LCAP and 22 LEAP goals into 7 new LCAP/LEAP goals to cover state and federal requirements. The new goals fall under the 3 new cornerstones of success from the *Transforming Together* strategic framework. The 7 new goals were then presented to the community for feedback.

The District Cabinet worked to ensure stakeholders were kept abreast of both the development of the State budget/LCFF and the progress made at the state level of the LCAP statutory language. LCFF and LCAP/LEAP presentations have been and continue to be regular agenda items at School Board meetings, site leadership meetings, and various parent advisory meetings. District and site leaders consistently gathered and discussed the changing policy and statewide implementation of LCFF and Cabinet members visited each school site to discuss the new funding plan with staff members. FUSD has held a number of meetings to gather input from the community. FUSD has a long and successful history of collaboratively involving stakeholders in the planning, implementation and evaluation of educational programs and services for students and families. Parents, students, staff, local businesses, and non-profit organizations are all valued as integral partners in the delivery of high quality educational services for students. *Refer to Appendix A for LCAP/LEA Plan Stakeholder Engagement Meeting dates.*

Relying upon a bevy of professional networks, District leaders sought and shared current information to remain prepared and flexible for potential policy changes at the state and federal level. With regular and ongoing support from the San Bernardino County Superintendent of Schools, FUSD's LCAP/LEAP process remains aligned with newly-adopted State education policy and existing federal No Child Left Behind

policy. This also ensured the organized dissemination of key information, allowing for the identification and clarification of potential concerns or questions.

Comprehensive communication strategies were employed using multiple communicative modalities including auto-dialer calls, site/District websites, and newly-developed social media links (Facebook, Twitter) to reach out to parents to ensure they were fully aware of dates, times, and locations of LCAP/LEAP meetings. FUSD sought diverse, rich perspectives of Stakeholder input to ensure the involvement and representation of subgroups within the District. FUSD's internal structure regularly calls for the involvement of the public, including meetings of the Board, as well as Stakeholder meetings consisting of: School Site Council meetings, Parent Teacher Association meetings, service organizations such as Kiwanis, Exchange Club and Rotary meetings, Special Education Advisory Council, Superintendent's Advisory Council, District Advisory Council, District English Learner Advisory Council, Site Administrators, District Office Departments, Faith-Based Leaders and all Collective Bargaining Units. This allowed stakeholders to identify opportunities for improvement in relation to the eight state priorities of the LCAP and No Child Left Behind requirements in the LEAP.

Needs Assessment

Refer to Appendix B for the Comprehensive Needs Assessment Documentation.

Local Measures of Student Performance

(other than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

NWEA MAP (Measures of Academic Progress)

NWEA MAP is an interim assessment administered three times each year to students in kindergarten through grade 10. This computer-adaptive assessment helps to identify students' instructional readiness to learn in reading, math, and language. Additionally, the measure indicates students' academic growth over the course of the year, as well as from year to year. For students in the third to 10th grades, MAP also predicts how well they will perform on the ACT. NWEA MAP data are used to better target instruction, identify students who may need intervention, and tailor supports to students as they advance to college and career readiness.

NWEA projects growth for every student, based on national data about students who began the term with the same MAP score and who received the same number of instructional days. The district has set the expectation that, by 2017-18, every school will enable 60 percent of students in every grade level and in every program, e.g., the special education program or the English language development program, to achieve expected growth in every subject area. This goal is based on an analysis of the district's NWEA MAP data to date, which indicates that slightly more than 50 percent of students in every school achieved expected growth.

ACT with Writing

Beginning 2015-16, ACT with Writing will be administered each year to 11th grade students. The data will help us gauge students' college readiness and inform our efforts to provide students with appropriate coursework, academic support or enrichment, and relevant college counseling.

SRI (Scholastic Reading Inventory)

The Scholastic Reading Inventory (SRI) is used to measure a student's Lexile Reading Score. Sites currently use the SRI in several ways. 1) Students identified as needing literacy intervention are given the SRI and Scholastic Phonics Inventory (SPI) to determine placement in READ 180 or System 44. 2) Sites who have Scholastic Reading Counts use the SRI to create Independent reading lists for students and measure growth in comprehension skills throughout the year. 3) Sites also use the SRI as a universal screener to differentiate and guide instruction across the curriculum. 4) Sites use the SRI at the end of year to predict appropriate class placement.

State and Federal Goals and Actions 2015-2018

GOAL:	<p>EVERY STUDENT SUCCESSFUL Goal 1: All students will increase proficiency and demonstrate strategic thinking in Reading/English Language Arts and Mathematics at every grade level across the curriculum.</p>	Related State and/or Local Priorities: 1__ 2_✓ 3__ 4_✓ 5__ 6__ 7_✓ 8_✓ COE only: 9__ 10__ Local : Specify _____
Identified Need :	1. Not all students are meeting proficiency in ELA or math as defined by Adequate Yearly Progress (AYP) per No Child Left Behind 2. Not all students are meeting growth targets in Reading, Language, and Math on the NWEA MAP	
Goal Applies to:	Schools: All School Applicable Pupil Subgroups: All Subgroups	
LEAP Year 1: 2015 - 2016		
Expected Annual Measurable Outcomes:	1. Increase by 2.5% the number of students meeting proficiency and above in English Language Arts and Mathematics as defined by AYP. a. Federal Metric: AYP 2. Students will attain NWEA MAP district growth targets. a. Local Metric: MAP assessments increase to 56% growth projection. 3. All students will receive instruction in CCSS through units of study, adopted textbooks, and instructional materials. a. Required State Metrics: Student access to standards-aligned instructional materials; Implementation of CCSS for all students. 4. Students will demonstrate increased "strategic thinking" (Depth of Knowledge Level 3) in all grades and subject areas. a. Local Metric: aggregate classroom observation data collected in fall, winter, and spring.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
<p>1A Implement CCSS-aligned textbooks and instructional materials</p> <ul style="list-style-type: none"> • Purchase and implement newly adopted texts (Math TK-5, AP, and IB) and provide related PD • Pilot ELA/ELD (TK-12) and Social Science textbooks (TK-12), including AP (English Learners) • TOAs & Teachers will revise Units of Study for ELA and Mathematics, complete for Social Studies. 	All Schools (LEA-wide)	<u>X</u> ALL OR: ___Low Income pupils <u>X</u> English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify) _____
		Persons Responsible/Budgeted Expenditures
		<p>TEACHING & LEARNING DIRECTOR, MATH/ELA/ELEMENTARY/LIBRARY/STEM COORDINATORS August 3, 2015 – May 13, 2016</p> <ul style="list-style-type: none"> • Textbooks: \$10,000,000 (LCFF/4110) • Extra Duty: \$71,460 (LCFF/1920)

<p>1B Implement CCSS and UC-aligned intervention programs</p> <p>1B.1 The following programs will be implemented to provide additional intervention for student achievement:</p> <ul style="list-style-type: none"> • Add Compass Learning (Math & ELA, 6-8) and provide PD • Add Lexia Core5 (ELA, K-5) and provide PD (Low-Income, English Learners, Foster Youth) • Add Apex Learning (A-G Online credit recovery, 9-12, 1,000 licenses) and provide PD • Maintain Scholastic Program and provide additional instructional materials (Read 180, System 44, Math 180) (Low-Income, English Learners, Foster Youth) • Maintain Do the Math/FASTT Math • Maintain ALEKS <p>1B.2 The following staff will provide additional intervention support for student achievement through classroom and PD support:</p> <ul style="list-style-type: none"> • Maintain 43 ELA ISTs • Maintain 7 MS Math ISTs • Hire 5 HS Math ISTs • Replace Categorical Coordinator with Intervention Coordinator (Title I) 	<p>All Schools (LEA-wide)</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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>INTERVENTION COORDINATOR June 25, 2015 – December 11, 2015</p> <ul style="list-style-type: none"> • Compass (Yr.1&2): \$300,000 (LCFF/5840) • Compass PD: \$8,575 (LCFF/1920) • Lexia for 3 years: \$466,913 (Title I/5840) • Lexia PD: \$6,907 (Title I/1920) • Apex: \$75,000 (LCFF/5840) • Apex PD: \$1,667 (LCFF/1920) • Scholastic Hosting Fee: \$50,000 (LCFF/5840) • Read 180/System 44 Materials/PD: \$200,00 (Title I 25%, Title III 75%/5840) • Math 180, Do the Math/Fastt Math materials/PD: \$75,100 (LCFF/5840) • ALEKS: \$14,000 (LCFF/5840) • Maintain 43 ELA ISTs: \$3,526,445 (LCFF 50%, Title I 50%/1110) • Maintain 7 Middle School Math ISTs: \$574,073 (LCFF 50%, Title I 50%/1110) • Hire 5 HS Math ISTs \$535,700 (LCFF 50%, Title I 50%/1110) • Hire Intervention Coordinator (Title I): \$123,829 (Title I/1910)
<p>1C Update school and district-based technology</p> <ul style="list-style-type: none"> • New tech purchases (including replacements) • Implement, update, & maintain data dashboard • Update Student Information System to Q • Hire 2 Network Systems Analyst • Hire 1 Electronic Data Analyst • Hire Coordinator, Computer Services • Hire Strategic Analyst • Hire Coordinator, Assessment & Learning 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>CHIEF OF INFO & ACCOUNTABILITY June 25, 2015 – May 13, 2016</p> <ul style="list-style-type: none"> • Tech purchases: \$3,500,000 (LCFF/4440) • Dashboard: \$50,000 (LCFF/5840) • Q Upgrade: \$175,000 (LCFF/5840) • Hire 2 Network Systems Analyst: \$201,868 (LCFF/2210) • Hire 1 Electronic Data Analyst: \$63,064 (LCFF/2410) • Hire Coordinator, Computer Services: \$123,037 (LCFF/2310) • Hire Strategic Analyst: \$123,037 (LCFF/2310) • Hire Coordinator, Assessment & Learning: \$88,053 (LCFF/2410)

<p>1D Implement and Maintain summative/interim/formative assessments</p> <ul style="list-style-type: none"> • NWEA MAP K-8 & Add NWEA MAP (9-10) • NWEA Skills Navigator (formative assessments) • ACT with writing • Provide PD for MAP 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>TEACHING & LEARNING DIRECTOR CHIEF OF INFO & ACCOUNTABILITY MATH COORDINATOR ELA COORDINATOR ELEMENTARY COORDINATOR July 1, 2015 – January 29, 2016</p> <ul style="list-style-type: none"> • NWEA Contract: \$470,550 (LCFF/5840) • MAP PD: \$10,957 (LCFF/1920) • ACT with writing – \$152,600 (LCFF/5840)
<p>1E Establish AP/IB Pipeline (K-8)</p> <ul style="list-style-type: none"> • GATE/Acceleration coordinators at each site • Instructional materials • Implement Naglieri Nonverbal Assessment 2 for GATE identification 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>PRINCIPAL ON ASSIGNMENT August 3, 2015 – May 27, 2016</p> <ul style="list-style-type: none"> • GATE stipends: \$69,759 (LCFF/1950) • GATE materials: \$105,000 (LCFF/4310) • Naglieri: \$50,000 (LCFF/4310)
<p>1F Expand access to, and integration of, VAPA</p> <ul style="list-style-type: none"> • Purchase/repair musical instruments • Pilot program for dance at elementary and middle feeder schools to AB Miller to create dance pathway. • Provide in-school and after-school arts engagement opportunities for high needs students • Maintain Principal On Assignment for VAPA • Maintain 2 Elementary Instrumental Music Teachers • Hire 2 Elementary Instrumental Music Teachers 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>PRINCIPAL ON ASSIGNMENT August 3, 2015 – May 27, 2016</p> <ul style="list-style-type: none"> • Musical instruments: (LCFF/4390) -\$200,000 (elementary) -\$70,000 (middle) -\$120,000 (high) • Dance program \$105,000 (LCFF/4310) • Arts engagement: \$205,000 (LCFF/5850) • Maintain Principal On Assignment: \$143,200 (LCFF/1310) • Maintain 2 Music Teachers: \$220,715 (LCFF/1110) • Hire 2 Music Teachers: \$164,021 (LCFF/1110)
<p>LEAP Year 2: 2016 – 2017</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Increase by 2.5% the number of students meeting proficiency and above in English Language Arts and Mathematics as defined by AYP. <ol style="list-style-type: none"> Federal Metric: AYP Students will attain NWEA MAP individual growth targets. <ol style="list-style-type: none"> Local Metric: MAP assessments increase to 58% growth projection. All students will receive instruction in CCSS through units of study, adopted textbooks, and instructional materials. <ol style="list-style-type: none"> Required State Metrics: Student access to standards-aligned instructional materials; Implementation of CCSS for all students. Students will demonstrate increased “strategic thinking” (Depth of Knowledge Level 3) in all grades and subject areas. <ol style="list-style-type: none"> Local Metric: aggregate classroom observation data collected in fall, winter, and spring. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Persons Responsible/Budgeted Expenditures</p>

<p>1A Provide CCSS-Aligned textbooks and instructional materials</p> <ul style="list-style-type: none"> • Purchase and implement newly adopted texts for ELA/ELD (TK-12) and Social Science (TK-12), AP, and IB and provide related PD (English Learners) • TOAs & Teachers revise units of study/assessments for ELA and Mathematics (TK-12) • TOAs & Teachers revise units of study/assessments for Social Studies (6-12) 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>TEACHING & LEARNING DIRECTOR MATH/ELA/ELEMENTARY/LIBRARY/ STEM COORDINATORS August 3, 2016 – June 30, 2017</p> <ul style="list-style-type: none"> • Textbooks: \$10,000,000 (LCFF/4110) • Extra Duty: \$71,460 (LCFF/1920)
<p>1B Implement CCSS and UC-aligned intervention programs</p> <p>1B.1 The following programs will be implemented to provide additional intervention for student achievement:</p> <ul style="list-style-type: none"> • Maintain Compass Learning (Math & ELA, 6-8) and provide PD • Maintain Lexia Core5 (ELA, K-5) and provide PD (Low-Income, English Learners, Foster Youth) • Maintain Apex Learning (A-G Online credit recovery, 9-12, 1,000 licenses) and provide PD • Maintain Scholastic Program and provide additional instructional materials (Read 180, System 44, Math 180) (Low-Income, English Learners, Foster Youth) • Maintain Do the Math/FASTT Math • Maintain ALEKS <p>1B.2 The following staff will provide additional intervention support for student achievement through classroom and PD support:</p> <ul style="list-style-type: none"> • Maintain 43 ELA ISTs • Maintain 7 MS Math ISTs • Maintain 5 HS Math ISTs • Maintain Intervention Coordinator (Title I) 	<p>All Schools (LEA-wide)</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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>INTERVENTION COORDINATOR June 29, 2016 – Sept. 30, 2016</p> <ul style="list-style-type: none"> • Compass (paid in Year 1): \$0 • Lexia: \$50,000 (Title I/5840) • Apex: \$75,000 (LCFF/5840) • Scholastic: \$50,000 (LCFF/5840) • Read 180/System 44 Materials/PD: \$200,000 (Title I 25%, Title III 75%/5840) • Math 180, Do the Math/Fastt Math materials/PD: \$75,100 (LCFF/5840) • ALEKS: \$14,000 (LCFF/5840) • Maintain 43 ELA ISTs: \$3,526,445 (LCFF 50%, Title I 50%/1110) • Maintain 7 Middle School Math ISTs: \$574,073 (LCFF 50%, Title I 50%/1110) • Maintain 5 HS Math ISTs \$535,700 (LCFF 50%, Title I 50%/1110) • Maintain Intervention Coordinator: \$123,829 (Title I/1910)
<p>1C Update school and district-based technology</p> <ul style="list-style-type: none"> • New tech purchases (including replacements) • Implement, update, & maintain data dashboard • Update Student Information System to Q • Maintain 2 Network Systems Analyst • Maintain Electronic Data Analyst • Maintain Coordinator, Computer Services • Maintain Strategic Analyst • Maintain Coordinator, Assessment & Learning 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>CHIEF OF INFO & ACCOUNTABILITY July 1, 2016 – June 30, 2017</p> <ul style="list-style-type: none"> • Tech purchases: \$3,500,000 (LCFF/4440) • Dashboard: \$50,000 (LCFF/5840) • Q Upgrade: \$114,015 (LCFF/5840) • Maintain 2 Network Systems Analyst: \$201,868 (LCFF/2210) • Maintain Electronic Data Analyst: \$63,064 (LCFF/2410) • Maintain Coordinator, Computer Services: \$123,037 (LCFF/2310) • Maintain Strategic Analyst: \$100,934 (LCFF/2310) • Maintain Coordinator, Assessment & Learning: \$88,053 (LCFF/2410)

<p>1D Implement and Maintain summative/interim/formative assessments</p> <ul style="list-style-type: none"> • NWEA MAP K-8 & Add NWEA MAP (9-10) • NWEA Skills Navigator (formative assessments) • ACT with writing 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>TEACHING & LEARNING DIRECTOR CHIEF OF INFO & ACCOUNTABILITY MATH COORDINATOR ELA COORDINATOR ELEMENTARY COORDINATOR June 30, 2016 – Sept. 30, 2016</p> <ul style="list-style-type: none"> • NWEA Contract: \$470,550 (LCFF/5840) • ACT with writing - \$152,600 (LCFF/5840)
<p>1E Establish AP/IB Pipeline (K-8)</p> <ul style="list-style-type: none"> • GATE/Acceleration coordinators at each site • Instructional materials • Implement Naglieri Nonverbal Assessment 2 for GATE identification 	<p>All Schools K-8 (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>PRINCIPAL ON ASSIGNMENT August 3, 2016 – May 26, 2017</p> <ul style="list-style-type: none"> • GATE stipends: \$69,759 (LCFF/1950) • GATE materials: \$105,000 (LCFF/4310) • Naglieri: \$50,000 (LCFF/4310)
<p>1F Expand access to, and integration of, VAPA</p> <ul style="list-style-type: none"> • Purchase/repair musical instruments • Provide in-school and after-school arts engagement opportunities for high needs students • Pilot program for dance at elementary and middle feeder schools to AB Miller to create dance pathway. • Maintain Principal On Assignment for VAPA • Maintain 4 Elementary Music Teachers 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>PRINCIPAL ON ASSIGNMENT August 3, 2016 – May 26, 2017</p> <ul style="list-style-type: none"> • Musical instruments: (LCFF/4390) -\$200,000 (elementary) -\$70,000 (middle) -\$120,000 (high) • Dance program \$105,000 (LCFF/4390) • Arts engagement: \$205,000 (LCFF/5850) • Maintain Principal On Assignment: \$143,200 (LCFF/1310) • Maintain 4 Music Teachers: \$384,736 (LCFF1110)
<p>LEAP Year 3: 2017 – 2018</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Increase by 2.5% the number of students meeting proficiency and above in English Language Arts and Mathematics as defined by AYP. <ol style="list-style-type: none"> Federal Metric: AYP Students will attain NWEA MAP individual growth targets. <ol style="list-style-type: none"> Local Metric: MAP assessments increase to 60% growth projection. All students will receive instruction in CCSS through units of study, adopted textbooks, and instructional materials. <ol style="list-style-type: none"> Required State Metrics: Student access to standards-aligned instructional materials; Implementation of CCSS for all students. Students will demonstrate increased “strategic thinking” (Depth of Knowledge Level 3) in all grades and subject areas. <ol style="list-style-type: none"> Local Metric: aggregate classroom observation data collected in fall, winter, and spring. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Persons Responsible/Budgeted Expenditures</p>

<p>1A Implement CCSS-aligned textbooks and instructional materials</p> <ul style="list-style-type: none"> • Pilot Science textbooks (TK-12), including PD • Purchase and implement newly adopted texts for AP and IB and provide related PD • TOAs & Teachers revise units of study for ELA, Mathematics and Social Studies (TK-12) • TOAs & Teachers create Units of Study for Science 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>TEACHING & LEARNING DIRECTOR MATH/ELA/ELEMENTARY/LIBRARY/ STEM COORDINATORS August 1, 2017 – June 30, 2018</p> <ul style="list-style-type: none"> • Textbooks: \$6,000,000 (LCFF/4110) • Extra Duty: \$107,190 (LCFF/1920)
<p>1B Implement CCSS and UC-aligned intervention programs</p> <p>1B.1 The following programs will be implemented to provide additional intervention for student achievement:</p> <ul style="list-style-type: none"> • Maintain Compass Learning (Math & ELA, 6-8) and provide PD • Maintain Lexia Core5 (ELA, K-5) and provide PD (Low-Income, English Learners, Foster Youth) • Maintain Apex Learning (A-G Online credit recovery, 9-12, 1,000 licenses) and provide PD • Maintain Scholastic Program and provide additional instructional materials (Read 180, System 44, Math 180) (Low-Income, English Learners, Foster Youth) • Maintain Do the Math/FASTT Math • Maintain ALEKS <p>1B.2 The following staff will provide additional intervention support for student achievement through classroom and PD support:</p> <ul style="list-style-type: none"> • Maintain 43 ELA ISTs • Maintain 7 MS Math ISTs • Maintain 5 HS Math ISTs • Maintain Intervention Coordinator (Title I) 	<p>All Schools (LEA-wide)</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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>INTERVENTION COORDINATOR August 1, 2017 – Sept. 30, 2017</p> <ul style="list-style-type: none"> • Compass: \$122,000 (Title I/5840) • Lexia: \$50,000 (Title I/5840) • Apex: \$75,000 (LCFF/5840) • Scholastic: \$50,000 (LCFF/5840) • Read 180/System 44 Materials/PD: \$200,000 (Title I 25%, Title III 75%/5840) • Math 180, Do the Math/Fastt Math materials/PD: \$75,100 (LCFF/5840) • ALEKS: \$14,000 (LCFF/5840) • Maintain 43 ELA ISTs: \$3,526,445 (LCFF 50%, Title I 50%/1110) • Maintain 7 Middle School Math ISTs: \$574,073 (LCFF 50%, Title I 50%/1110) • Hire 5 HS Math ISTs \$535,700 (LCFF 50%, Title I 50%/1110) • Hire Intervention Coordinator (Title I): \$123,829 (Title I/1910)
<p>1C Update school and district-based technology</p> <ul style="list-style-type: none"> • New tech purchases (including replacements) • Implement, update, & maintain data dashboard • Update Student Information System to Q • Maintain 2 Network Systems Analyst • Maintain Electronic Data Analyst • Maintain Coordinator, Computer Services • Maintain Strategic Analyst • Maintain Coordinator, Assessment & Learning 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>CHIEF OF INFO & ACCOUNTABILITY July 1, 2017 – June 30, 2018</p> <ul style="list-style-type: none"> • Tech purchases: \$3,500,000 (LCFF/4440) • Dashboard: \$50,000 (LCFF/5840) • Q Upgrade: \$114,015 (LCFF/5840) • Hire 2 Network Systems Analyst: \$201,868 (LCFF/2210) • Hire 1 Electronic Data Analyst: \$63,064 (LCFF/2410) • Hire Coordinator, Computer Services: \$123,037 (LCFF/2310) • Hire Strategic Analyst: \$123,037 (LCFF/2310) • Hire Coordinator, Assessment & Learning: \$88,053 (LCFF/2410)

<p><u>1D Implement and Maintain summative/interim/formative assessments</u></p> <ul style="list-style-type: none"> • NWEA MAP K-8 & Add NWEA MAP (9-10) • NWEA Skills Navigator (formative assessments) ACT with writing 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>TEACHING & LEARNING DIRECTOR CHIEF OF INFO & ACCOUNTABILITY MATH COORDINATOR ELA COORDINATOR ELEMENTARY COORDINATOR June 29, 2017 – Sept. 30, 2017</p> <ul style="list-style-type: none"> • Estimated NWEA Contract: \$450,000 (LCFF/5840) • ACT with writing – \$152,600 (LCFF/5840)
<p><u>1E Establish AP/IB Pipeline (K-8)</u></p> <ul style="list-style-type: none"> • GATE/Acceleration coordinators at each site • Instructional materials • Implement Naglieri Nonverbal Assessment 2 for GATE identification 	<p>All Schools K-8 (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>PRINCIPAL ON ASSIGNMENT August 1, 2017 – May 25, 2018</p> <ul style="list-style-type: none"> • GATE stipends: \$69,759 (LCFF/1950) • GATE materials: \$105,000 (LCFF/4310) • Naglieri: \$50,000 (LCFF/4310)
<p><u>1F Expand access to, and integration of, VAPA</u></p> <ul style="list-style-type: none"> • Purchase/repair musical instruments • Provide in-school and after-school arts engagement opportunities for high needs students • Pilot program for dance at elementary and middle feeder schools to AB Miller to create dance pathway. • Maintain Principal On Assignment for VAPA • Maintain 4 Elementary Instrumental Music Teachers 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>PRINCIPAL ON ASSIGNMENT August 1, 2017 – May 25, 2018</p> <ul style="list-style-type: none"> • Musical instruments: (LCFF/4390) -\$200,000 (elementary) -\$70,000 (middle) -\$120,000 (high) • Dance program \$105,000 (LCFF/4390) • Arts engagement: \$205,000 (LCFF/5850) • Maintain Principal On Assignment: \$143,200 (LCFF/1310) • Maintain 4 Music Teachers: \$384,736 (LCFF1110)

<p>GOAL:</p>	<p>EVERY STUDENT SUCCESSFUL Goal 2: Programs and services provided to promote multilingualism and multiculturalism will ensure that:</p> <ul style="list-style-type: none"> English Learners will become proficient in English, increase proficiency, and demonstrate strategic thinking in Reading/English Language Arts and Mathematics at every grade level across the curriculum. All students participating in the Pathways to Biliteracy will develop literacy in English and the targeted language(s). Communication to parents and community members are provided in a language they understand. 		<p>Related State and/or Local Priorities: 1__ 2__ <input checked="" type="checkbox"/> 3__ 4__ <input checked="" type="checkbox"/> 5__ 6__ 7__ <input checked="" type="checkbox"/> 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<ol style="list-style-type: none"> Increase the percentage of English Learners who make progress on the California English Language Development Test (CELDT). Increase the English Learner reclassification rate. Increase the number of students who study a Foreign Language. Increase communication with parents and other stakeholders. 		
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups:</p>	<p>English Learners</p>
<p>LEAP Year 1: 2015 - 2016</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Annually districtwide the number of English Learners demonstrating at least one level growth toward English Language proficiency on the CELDT will increase by 1.5%. <ol style="list-style-type: none"> Required State/Federal Metric: CELDT Annually each school site will increase their English Learner reclassification rate by 2% or more. <ol style="list-style-type: none"> Federal/State/Local Metric: CELDT 15% or more of high school students will enroll in world language courses. <ol style="list-style-type: none"> Required State Metric: Course Enrollment 95% of relevant district data, as determined by stakeholder input, will be posted on the district website in English and Spanish. <ol style="list-style-type: none"> Local Metric: Stakeholder Surveys and feedback 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Persons Responsible/Budgeted Expenditures</p>
<p><u>IMPLEMENT AND MONITOR THE STATE AND FEDERAL MANDATES FOR EL PROGRAMS AND THE FUSD EL MASTER PLAN:</u> <u>2A IDENTIFICATION, ASSESSMENT & ACCOUNTABILITY</u> <i>(Master Plan for ELs Chapter 1)</i> 2A.1 Provide State and District Assessment Implementation Plan</p> <ul style="list-style-type: none"> Conduct CELDT Administration and Calibration Trainings Implement district ELD Benchmarks (ELLA) Provide contracted translation services to evaluate foreign transcripts that will support the appropriate assessment, placement and educational support services for EL students. <p>2A.2 Use current Data for Placement</p> <ul style="list-style-type: none"> Provide most current EL Data on data dashboard customized EL Reports to inform course placement, instruction, and interventions. 	<p>All Schools (LEA-wide)</p>	<p>__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>EL COORDINATOR CHIEF OF INFORMATION AND ACCOUNTABILITY CAREER TECHNICAL EDUCATION DIRECTOR(Custodian of Record Management/Transcripts) July 20, 2015-June 30, 2016</p> <ul style="list-style-type: none"> Annual EL Program Budget (ELPG): Non-personnel cost: \$128,090 (LCFF SUPC/4310) CELDT Training (Certificated): \$31,920 (LCFF SUPC/1920) CELDT Training (Classified): \$7,560 (LCFF SUPC/2920) Subs cost: \$28,045 (LCFF SUPC/1140) CELDT Administration & Scoring (Certificated): \$51,213 (LCFF SUPC/1120) CELDT Administration & Scoring (Classified): \$27,090 (LCFF SUPC/2120) Foreign transcripts contract: \$25,000 (LCFF SUPC/5850)

<p>2B INSTRUCTIONAL PROGRAMS (<i>Master Plan for ELs Chapter 2</i>)</p> <p>2B.1 Implement Designated and Integrated ELD Instruction</p> <ul style="list-style-type: none"> • Pilot ELA/ELD Textbooks (TK-12), including designated and Integrated ELD • Form ELD Curriculum & Instruction Committee to incorporate ELD into the CCSS Units of Study • Provide and distribute Core and Supplemental (Avenues, Academic Vocabulary Toolkit, and English 3D) ELD instructional materials <p>2B.2 Implement and Monitor Integrated ELD Language Instruction & Sheltered Instruction</p> <ul style="list-style-type: none"> • Train on Thinking Maps, Path to Proficiency for ELs, and GLAD Strategies to shelter instruction across the curriculum. • Verify the implementation of ELD Instruction for ELs Levels 4 & 5 who are receiving ELD instruction through the ELA course <p>2B.3 Provide Structured Academic and Linguistic Interventions for LTELs</p> <ul style="list-style-type: none"> • Revise course descriptors for ALD 1 and ALD 2 • Pilot ELD Intervention Textbooks in ALD Courses • Provide supplemental ELD instructional materials for ALD course in middle and high school <p>2B.4 Pathways to Biliteracy</p> <ul style="list-style-type: none"> • Develop Dual Immersion Master Plan • Develop Pathways to Biliteracy Plan • Create World Language course series and descriptors • Complete pilot and adopt World Language Textbooks • Explore Core curriculum adoption in Spanish for Dual Language program 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>ASSOCIATE SUPERINTENDENT OF TEACHING AND LEARNING EL COORDINATOR LIBRARY SERVICES COORDINATOR August 3, 2015-June 30, 2016</p> <ul style="list-style-type: none"> • Included in annual EL Program Budget • Included in Textbook costs • ELD Intervention Textbooks: \$1,000,000 (LCFF SUPC/4110) • Extra Duty: \$47,640 (LCFF SUPC/1920) • Sub costs: \$9,131 (LCFF SUPC/1140) <p>Title III-LEP:</p> <ul style="list-style-type: none"> • Supplemental Instructional Materials: \$400,000 (Title III/4310)
<p>2C MONITORING OF STUDENT PROGRESS & RECLASSIFICATION (<i>Master Plan for ELs Chapter 3</i>)</p> <p>2C.1 Maintain, further develop and implement Custom EL Reports to monitor EL achievement and progress towards reclassification.</p> <ul style="list-style-type: none"> • Revise the EL Reports with current student achievement data including new district benchmarks and state tests <p>2C.2 Monitor Long-Term English Learners (LTELs) Performance</p> <ul style="list-style-type: none"> • Maintain EL Site Monitor at each school site <p>2C.3 Monitor English Learners Towards and Beyond Reclassification</p> <ul style="list-style-type: none"> • Maintain EL Site Monitor at each school site • Revise and adopt reclassification criteria • Revise electronic Reclassification Candidate Form (EL Report) <p>2C.4 Provide EL Data Workshops for Students</p> <ul style="list-style-type: none"> • Workshops will be provided to middle and high school English Learners 	<p>All Schools (LEA-wide)</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>EL COORDINATOR CHIEF OF INFORMATION AND ACCOUNTABILITY August 3, 2015-June 30, 2016</p> <ul style="list-style-type: none"> • Included in annual EL Program Budget • EL Site Monitor Stipend: \$97,550 (LCFF SUPC/1150)

<p>2D STAFFING & PROFESSIONAL GROWTH <i>(Master Plan for ELs Chapter 4)</i></p> <p>2D.1 Provide Professional Development to Better Serve ELs</p> <ul style="list-style-type: none"> • Train on the administration of the ELD Benchmarks (ELLA) • Provide training on EL achievement data analysis • Provide additional voluntary hourly (After-school or Saturdays): teachers, counselors, and Guidance Techs <p>2D.2 Provide Professional Development for Designated ELD/ALD Instruction</p> <ul style="list-style-type: none"> • ELD teachers will be trained on designing lessons for Designated ELD/ALD • Provide additional teacher voluntary PD (After-school or Saturdays) <p>2D.3 Provide Professional Development for Integrated ELD and Sheltered Instruction</p> <ul style="list-style-type: none"> • All teachers will be trained on designing lessons that integrate the ELD standards • Provide additional teacher voluntary PD (After-school or Saturdays) <p>2D.4 Provide EL TOA Coaching Program</p> <ul style="list-style-type: none"> • Provide professional development and coaching to support in-depth implementation of the essential language routines/strategies, highly effective research-based EL program components, and workshops to involve and engage EL parents. • Maintain 8 EL TOA positions • Maintain 1 EL/Dual Immersion TOA • Maintain 1 EL/World Language TOA <p>2D.5 Provide Bilingual Aide Services</p> <ul style="list-style-type: none"> • Maintain one 6 hour Bilingual Aide position at each school site • Hire 8 additional Bilingual Aide positions • Provide regularly scheduled professional development and CELDT training for Bilingual Aides <p>2D.6 Provide District Translator Services</p> <ul style="list-style-type: none"> • Maintain 14 district Spanish Language Translators • Provide yearly training on technical skills and specialized terminology <p>2D.7 Provide Professional Development for World Language Teachers</p> <ul style="list-style-type: none"> • Provide PD on newly adopted World Language curriculum and texts 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>EL COORDINATOR TEACHING AND LEARNIG DIRECTOR PRINCIPAL ON ASSIGNMENT July 1, 2015-June 30, 2016</p> <ul style="list-style-type: none"> • Included in annual EL Program Budget • Sub costs: \$73,066 (LCFF SUPC/1140) • PD: \$45,600 (LCFF SUPC/1920) • Maintain 10 EL TOAs: \$330,081 ((LCFF SUPC 30%/1910) • World Language Sub costs: \$8,350 (LCFF SUPC/1920) • Maintain 14 Spanish Language Translators: \$821,106 (LCFF SUPC/2410) • Maintain 43 Bilingual Aides: \$1,493,304 2110) • Hire 8 Bilingual Aides: \$277,824 (LCFF SUPC/2110) <p>Title III-LEP:</p> <ul style="list-style-type: none"> • Maintain 10 EL TOAs: \$770,189 (Title III 70%/1910) • Voluntary Supplemental PD: \$146,895 (Title III/1920)
<p>2E PARENT & COMMUNITY INVOLVEMENT <i>(Master Plan for ELs Chapter 5)</i></p> <p>2E.1: Support EL Parent and Community Participation</p> <ul style="list-style-type: none"> • Provide Centralized Translation and Interpretation Services <p>2E.2 Provide Opportunities for EL Parents to Participate</p> <ul style="list-style-type: none"> • Provide opportunities for parents to participate in decision-making related to site and district initiatives (i.e. LCAP, DELAC, ELAC, DAC, SSC, GATE, PTA, parent advisory meetings, Superintendent’s Advisory Council, etc.) <p>2E.3 Create EL Parent/Teacher Conference Protocol</p> <ul style="list-style-type: none"> • Develop EL Conference Protocol to guide teachers in reviewing EL achievement data <p>2E.4 Provide Parental Notification</p> <ul style="list-style-type: none"> • The LEA will provide required communications to parents in a timely manner 	<p>All Schools (LEA-wide)</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>EL COORDINATOR FAMILY AND COMMUNITY ENGAGEMENT COORDINATOR July 20, 2015-June 30, 2016</p> <ul style="list-style-type: none"> • Included in annual EL Program Budget • Childcare Costs: \$5,495 (LCFF SUPC/2920) <p>Title III-LEP:</p> <ul style="list-style-type: none"> • Workshop materials: \$10,000 (Title III/4310)

<p>including: identification as EL, program placement options, program placement notification, English language proficiency level (as determined by CELDT results and any local English Proficiency assessments used), academic achievement level, redesignation information, and at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.</p> <p>2E.5 Provide EL Program Workshops for Parents of ELs</p> <ul style="list-style-type: none"> In an addition to required program correspondence, provide a 3 day series of parent workshops to inform, engage, and empower EL parents in the academic career of their students. Provide childcare for parents to attend workshops 			
<p>2F EL PROGRAM EVALUATION & ACCOUNTABILITY (<i>Master Plan for ELs Chapter 6</i>)</p> <p>2F.1 Revise the Master Plan For English Learners</p> <p>2F.2 Conduct District EL Program Evaluation</p> <ul style="list-style-type: none"> Conduct informal and formal district program reviews to monitor effectiveness of districtwide program practices and services. <p>2F.3 Conduct Site EL Program Evaluation</p> <ul style="list-style-type: none"> Conduct informal and formal site program reviews to monitor effectiveness of program practices and services. <p>2F.4 Conduct ELD/ALD Instructional Rounds with Administrators and Teachers</p> <ul style="list-style-type: none"> Conduct ELD/ALD instructional rounds to observe and monitor for quality integrated and designated ELD instruction. 	<p>All Schools (LEA-wide)</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>ASSOCIATE SUPERINTENDENT OF TEACHING AND LEARNING EL COORDINATOR CHIEFS OF SCHOOLS September 3, 2015-June 1, 2016</p> <ul style="list-style-type: none"> Included in annual EL Program Budget Sub costs: \$28,045 (LCFF SUPC/1140)
<p>LEAP Year 2: 2016 - 2017</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Annually districtwide the number of English Learners demonstrating at least one level growth toward English Language proficiency on the CELDT will increase by 1.5%. <ol style="list-style-type: none"> Required State/Federal Metric: CELDT and ELPAC Annually each school site will increase their English Learner reclassification rate by 2% or more. <ol style="list-style-type: none"> Federal/State/Local Metric: CELDT and ELPAC 15% or more of high school students will enroll in world language courses. <ol style="list-style-type: none"> Required State Metric: Course Enrollment 95% of relevant district data, as determined by stakeholder input, will be posted on the district website in English and Spanish. <ol style="list-style-type: none"> Local Metric: Stakeholder Surveys and feedback 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Persons Responsible/Budgeted Expenditures</p>
<p>IMPLEMENT AND MONITOR THE STATE AND FEDERAL MANDATES FOR EL PROGRAMS AND THE FUSD EL MASTER PLAN:</p> <p>2A IDENTIFICATION, ASSESSMENT & ACCOUNTABILITY (<i>Master Plan for ELs Chapter 1</i>)</p> <p>2A.1 Provide State and District Assessment Implementation Plan</p> <ul style="list-style-type: none"> Implement ELPAC (to replace CELDT) Administration and Calibration Trainings Implement district ELD Benchmarks aligned with the new ELPAC assessment 	<p>All Schools (LEA-wide)</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>EL COORDINATOR CHIEF OF INFORMATION AND ACCOUNTABILITY CAREER TECHNICAL EDUCATION DIRECTOR(Custodian of Record Management/Transcripts) July 1, 2016-June 30, 2017</p> <ul style="list-style-type: none"> Annual EL Program Budget (ELPG): Non-personnel cost: \$128,090 (LCFF SUPC/4310) ELPAC Training (Certificated): \$31,920 (LCFF SUPC/1920)

<ul style="list-style-type: none"> • Provide contracted translation services to evaluate foreign transcripts that will support the appropriate assessment, placement and educational support services for EL students. <p>2A.2 Use current Data for Placement</p> <ul style="list-style-type: none"> • Provide most current EL Data on data dashboard customized EL Reports to inform course placement, instruction, and interventions. 			<ul style="list-style-type: none"> • ELPAC Training (Classified): \$7,560 (LCFF SUPC/1920) • Subs cost: \$28, 045 (LCFF SUPC/1140) • ELPAC Administration & Scoring (Certificated): \$51,213 (LCFF SUPC/1120) • ELPAC Administration & Scoring (Classified): \$27,090 (LCFF SUPC/2120) • Foreign transcripts contract: \$25,000 (LCFF SUPC/5850)
<p>2B INSTRUCTIONAL PROGRAMS (<i>Master Plan for ELs Chapter 2</i>)</p> <p>2B.1 Implement Designated and Integrated ELD Instruction</p> <ul style="list-style-type: none"> • Implement ELA/ELD Textbooks (TK-12), including designated and Integrated ELD • Maintain ELD Curriculum & Instruction Committee to incorporate ELD into the CCSS Units of Study and develop pacing guides • Provide and distribute Core and Supplemental (Avenues, Academic Vocabulary Toolkit, and English 3D)ELD instructional materials <p>2B.2 Implement and Monitor Integrated ELD Language Instruction & Sheltered Instruction</p> <ul style="list-style-type: none"> • Train on Thinking Maps, Path to Proficiency for ELs, and GLAD Strategies to shelter instruction across the curriculum. • Verify the implementation of ELD Instruction for ELs Levels 4 & 5 who are receiving ELD instruction through the ELA course <p>2B.3 Provide Structured Academic and Linguistic Interventions for LTELs</p> <ul style="list-style-type: none"> • Implement revised course descriptors for ALD 1 and ALD 2 • Implement ELD Intervention Textbooks in ALD Courses • Provide supplemental ELD instructional materials for ALD course in middle and high school <p>2B.4 Pathways to Biliteracy</p> <ul style="list-style-type: none"> • Implement Dual Immersion Master Plan • Implement Pathways to Biliteracy Plan • Implement World Language course series and descriptors • Implement new World Language Textbooks • Implement Core curriculum adoption in Spanish for Dual Language program 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>ASSOCIATE SUPERINTENDENT OF TEACHING AND LEARNING EL COORDINATOR LIBRARY SERVICES COORDINATOR July 15, 2016-June 30, 2017</p> <ul style="list-style-type: none"> • Included in annual EL Program Budget • Included in Textbook costs • Included in ELD Intervention Textbooks • Extra Duty: \$47,640 (LCFF SUPC/1920) • Sub costs: \$9,131 (LCFF SUPC/1140) <p>Title III-LEP: Supplemental Instructional Materials: \$400,000 Title III/4310)</p>
<p>2C MONITORING OF STUDENT PROGRESS & RECLASSIFICATION (<i>Master Plan for ELs Chapter 3</i>)</p> <p>2C.1 Maintain, further develop and Implement Custom EL Reports to monitor EL achievement and progress towards reclassification.</p> <ul style="list-style-type: none"> • Revise the EL Reports with current student achievement data including new district benchmarks and state tests <p>2C.2 Monitor Long-Term English Learners (LTELs) Performance</p> <ul style="list-style-type: none"> • Maintain EL Site Monitor at each school site <p>2C.3 Monitor English Learners Towards and Beyond Reclassification</p> <ul style="list-style-type: none"> • Maintain EL Site Monitor at each school site 	<p>All Schools (LEA-wide)</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>EL COORDINATOR CHIEF OF INFORMATION AND ACCOUNTABILITY July 15, 2016-June 30, 2017</p> <ul style="list-style-type: none"> • Included in annual EL Program Budget • EL Site Monitor Stipend: \$97,550 (LCFF SUPC/1150)

<ul style="list-style-type: none"> • Revise and adopt reclassification criteria • Revise electronic Reclassification Candidate Form (EL Report) <p>2C.4 Provide EL Data Workshops for Students</p> <ul style="list-style-type: none"> • Workshops will be provided to middle and high school English Learners 			
<p><u>2D STAFFING & PROFESSIONAL GROWTH (Master Plan for ELs Chapter 4)</u></p> <p>2D.1 Provide Professional Development to Better Serve ELs</p> <ul style="list-style-type: none"> • Train on the administration of the ELD Benchmarks aligned to the ELPAC assessment • Provide training on EL achievement data analysis • Provide additional voluntary hourly (After-school or Saturdays): teachers, counselors, and Guidance Techs • Train Administrators, teachers, and instructional support staff on the revised Master Plan for English Learners. <p>2D.2 Provide Professional Development for Designated ELD/ALD Instruction</p> <ul style="list-style-type: none"> • ELD teachers will be trained on designing lessons for Designated ELD/ALD • Provide additional teacher voluntary PD (After-school or Saturdays) <p>2D.3 Provide Professional Development for Integrated ELD and Sheltered Instruction</p> <ul style="list-style-type: none"> • All teachers will be trained on designing lessons that integrate the ELD standards • Provide additional teacher voluntary PD (After-school or Saturdays) <p>2D.4 Provide EL TOA Coaching Program</p> <ul style="list-style-type: none"> • Provide professional development and coaching to support in-depth implementation of the essential language routines/strategies, highly effective research-based EL program components, and workshops to involve and engage EL parents. • Maintain 8 EL TOA positions • Maintain 1 EL/Dual Immersion TOA • Maintain 1 EL/World Language TOA • Hire 1 additional EL TOA <p>2D.5 Provide Bilingual Aide Services</p> <ul style="list-style-type: none"> • Maintain 51 Bilingual Aide positions • Hire 11 additional Bilingual Aides positions • Provide regularly scheduled professional development and CELDT training for Bilingual Aides <p>2D.6 Provide District Translator Services</p> <ul style="list-style-type: none"> • Maintain 14 district Spanish Language Translators • Provide yearly training on technical skills and specialized terminology <p>2D.7 Provide Professional Development for World Language Teachers</p> <ul style="list-style-type: none"> • Provide PD on newly adopted World Language curriculum and texts 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>EL COORDINATOR TEACHING AND LEARNIG DIRECTOR PRINCIPAL ON ASSIGNMENT August 1, 2016-June 30, 2017</p> <ul style="list-style-type: none"> • Included in annual EL Program Budget • Sub costs: \$73,066 (LCFF SUPC/1140) • PD: \$45,600 (LCFF SUPC/1920) • Maintain 10 EL TOAs: \$330,081 ((LCFF SUPC 30%/1910) • Hire 1 EL TOA: \$33,008 ((LCFF SUPC 30%/1910) • World Language Sub costs: \$8,350 (LCFF SUPC/1140) • Maintain 14 Spanish Language Translators: \$821,106 (LCFF SUPC/2410) • Maintain 51 Bilingual Aides: \$1,771,128 (LCFF SUPC/2110) • Hire 11 Bilingual Aides: \$382,008 (LCFF SUPC/2110) <p>Title III-LEP:</p> <ul style="list-style-type: none"> • Maintain 10 EL TOAs: \$ 770,189 (Title III 70%/1910) • Hire 1 EL TOA: \$ 77,018 (Title III 70%/1910) • Voluntary Supplemental PD: \$69,877 (Title III/1920)

<p>2E PARENT & COMMUNITY INVOLVEMENT (<i>Master Plan for ELs Chapter 5</i>)</p> <p>2E.1: Support EL Parent and Community Participation</p> <ul style="list-style-type: none"> • Provide Centralized Translation and Interpretation Services <p>2E.2 Provide Opportunities for EL Parents to Participate</p> <ul style="list-style-type: none"> • Provide opportunities for parents to participate in decision-making related to site and district initiatives (i.e. LCAP, DELAC, ELAC, DAC, SSC, GATE, PTA, parent advisory meetings, Superintendent’s Advisory Council, etc.) <p>2E.3 Create EL Parent/Teacher Conference Protocol</p> <ul style="list-style-type: none"> • Implement EL Conference Protocol to guide teachers in reviewing EL achievement data <p>2E.4 Provide Parental Notification</p> <ul style="list-style-type: none"> • The LEA will provide required communications to parents in a timely manner including: identification as EL, program placement options, program placement notification, English language proficiency level (as determined by CELDT results and any local English Proficiency assessments used), academic achievement level, redesignation information, and at the high school level, graduation requirements and annual notification of their students’ progress toward meeting those requirements. <p>2E.5 Provide EL Program Workshops for Parents of ELs</p> <ul style="list-style-type: none"> • In an addition to required program correspondence, provide a 3 day series of parent workshops to inform, engage, and empower EL parents in the academic career of their students. • Provide childcare for parents to attend workshops 	<p>All Schools (LEA-wide)</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>EL COORDINATOR FAMILY AND COMMUNITY ENGAGEMENT COORDINATOR August 1, 2016-June 30, 2017</p> <ul style="list-style-type: none"> • Included in annual EL Program Budget • Childcare Costs: \$5,495 (LCFF SUPC/2920) <p>Title III-LEP:</p> <ul style="list-style-type: none"> • Workshop materials: \$10,000 (Title III/4310)
<p>2F EL PROGRAM EVALUATION & ACCOUNTABILITY (<i>Master Plan for ELs Chapter 6</i>)</p> <p>2F.1 Implement and monitor the revised Master Plan For English Learners</p> <p>2F.2 Conduct District EL Program Evaluation</p> <ul style="list-style-type: none"> • Conduct informal and formal district program reviews to monitor effectiveness of districtwide program practices and services. <p>2F.3 Conduct Site EL Program Evaluation</p> <ul style="list-style-type: none"> • Conduct informal and formal site program reviews to monitor effectiveness of program practices and services. <p>2F.4 Conduct ELD/ALD Instructional Rounds with Administrators and Teachers</p> <ul style="list-style-type: none"> • Conduct ELD/ALD instructional rounds to observe and monitor for quality integrated and designated ELD instruction. 	<p>All Schools (LEA-wide)</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>ASSOCIATE SUPERINTENDENT OF TEACHING AND LEARNING EL COORDINATOR CHIEFS OF SCHOOLS September 1, 2016-June 1, 2017</p> <ul style="list-style-type: none"> • Included in annual EL Program Budget • Sub costs: \$28,045 (LCFF SUPC/1140)

LEAP Year 3: 2017 - 2018

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Annually districtwide the number of English Learners demonstrating at least one level growth toward English Language proficiency on the CELDT will increase by 1.5%. <ol style="list-style-type: none"> a. Required State/Federal Metric: ELPAC 2. Annually each school site will increase their English Learner reclassification rate by 2% or more. <ol style="list-style-type: none"> a. Federal/State/Local Metric: ELPAC 3. 15% or more of high school students will enroll in world language courses. <ol style="list-style-type: none"> a. Required State Metric: Course Enrollment 4. 95% of relevant district data, as determined by stakeholder input, will be posted on the district website in English and Spanish.
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a. Local Metric: Stakeholder Surveys and feedback			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Persons Responsible/Budgeted Expenditures
<p><u>IMPLEMENT AND MONITOR THE STATE AND FEDERAL MANDATES FOR EL PROGRAMS AND THE FUSD EL MASTER PLAN:</u></p> <p><u>2A IDENTIFICATION, ASSESSMENT & ACCOUNTABILITY</u> (<i>Master Plan for ELs Chapter 1</i>)</p> <p>2A.1 Provide State and District Assessment Implementation Plan</p> <ul style="list-style-type: none"> Implement ELPAC (to replace CELDT) Administration and Calibration Trainings Implement district ELD Benchmarks aligned with the new ELPAC assessment Provide contracted translation services to evaluate foreign transcripts that will support the appropriate assessment, placement and educational support services for EL students. <p>2A.2 Use current Data for Placement</p> <ul style="list-style-type: none"> Provide most current EL Data on data dashboard customized EL Reports to inform course placement, instruction, and interventions. 	All Schools (LEA-wide)	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>EL COORDINATOR CHIEF OF INFORMATION AND ACCOUNTABILITY CAREER TECHNICAL EDUCATION DIRECTOR(Custodian of Record Management/Transcripts) July 1, 2017-June 30, 2018</p> <ul style="list-style-type: none"> Annual EL Program Budget (ELPG): Non-personnel cost: \$128,090 (LCFF SUPC/4310) ELPAC Training (Certificated): \$31,920 (LCFF SUPC/1920) ELPAC Training (Classified): \$7,560 Subs cost: \$28, 045 (LCFF SUPC/1920) ELPAC Administration & Scoring (Certificated): \$51,213 (LCFF SUPC/1120) ELPAC Administration & Scoring (Classified): \$27,090 (LCFF SUPC/2120) Foreign transcripts contract: \$25,000 (LCFF SUPC/5850)
<p><u>2B INSTRUCTIONAL PROGRAMS</u> (<i>Master Plan for ELs Chapter 2</i>)</p> <p>2B.1 Implement Designated and Integrated ELD Instruction</p> <ul style="list-style-type: none"> Implement ELA/ELD Textbooks (TK-12), including designated and Integrated ELD Maintain ELD Curriculum & Instruction Committee to incorporate ELD into the CCSS Units of Study and develop pacing guides Provide and distribute Core and Supplemental (Avenues, Academic Vocabulary Toolkit, and English 3D) ELD instructional materials <p>2B.2 Implement and Monitor Integrated ELD Language Instruction & Sheltered Instruction</p> <ul style="list-style-type: none"> Train on Thinking Maps, Path to Proficiency for ELs, and GLAD Strategies to shelter instruction across the curriculum. Verify the implementation of ELD Instruction for ELs Levels 4 & 5 who are receiving ELD instruction through the ELA course <p>2B.3 Provide Structured Academic and Linguistic Interventions for LTELs</p> <ul style="list-style-type: none"> Implement revised course descriptors for ALD 1 and ALD 2 Implement ELD Intervention Textbooks in ALD Courses Provide supplemental ELD instructional materials for ALD course in middle and high school <p>2B.4 Pathways to Biliteracy</p> <ul style="list-style-type: none"> Implement Dual Immersion Master Plan Implement Pathways to Biliteracy Plan Implement World Language course series and descriptors 	All Schools (LEA-wide)	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>ASSOCIATE SUPERINTENDENT OF TEACHING AND LEARNING EL COORDINATOR LIBRARY SERVICES COORDINATOR July 15, 2017-June 30, 2018</p> <ul style="list-style-type: none"> Included in annual EL Program Budget Included in Textbook costs Included in ELD Intervention Textbooks Extra Duty: \$47,640 (LCFF SUPC/1920) Sub costs: \$9,131 (LCFF SUPC/1140) <p>Title III-LEP: Supplemental Instructional Materials: \$392,859 (Title III/4310)</p>

<ul style="list-style-type: none"> • Implement new World Language Textbooks • Implement Core curriculum adoption in Spanish for Dual Language program 			
<p><u>2C MONITORING OF STUDENT PROGRESS & RECLASSIFICATION</u> (<i>Master Plan for ELs Chapter 3</i>)</p> <p>2C.1 Maintain, further develop and Implement Custom EL Reports to monitor EL achievement and progress towards reclassification.</p> <ul style="list-style-type: none"> • Revise the EL Reports with current student achievement data including new district benchmarks and state tests <p>2C.2 Monitor Long-Term English Learners (LTELs) Performance</p> <ul style="list-style-type: none"> • Maintain EL Site Monitor at each school site <p>2C.3 Monitor English Learners Towards and Beyond Reclassification</p> <ul style="list-style-type: none"> • Maintain EL Site Monitor at each school site • Revise and adopt reclassification criteria • Revise electronic Reclassification Candidate Form (EL Report) <p>2C.4 Provide EL Data Workshops for Students</p> <ul style="list-style-type: none"> • Workshops will be provided to middle and high school English Learners 	<p>All Schools (LEA-wide)</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>EL COORDINATOR CHIEF OF INFORMATION AND ACCOUNTABILITY July 15, 2017-June 30, 2018</p> <ul style="list-style-type: none"> • Included in annual EL Program Budget • EL Site Monitor Stipend: \$97,550 (LCFF SUPC/1150)
<p><u>2D STAFFING & PROFESSIONAL GROWTH</u> (<i>Master Plan for ELs Chapter 4</i>)</p> <p>2D.1 Provide Professional Development to Better Serve ELs</p> <ul style="list-style-type: none"> • Train on the administration of the ELD Benchmarks aligned to the ELPAC assessment • Provide training on EL achievement data analysis • Provide additional voluntary hourly (After-school or Saturdays): teachers, counselors, and Guidance Techs • Train Administrators, teachers, and instructional support staff on the revised Master Plan for English Learners. <p>2D.2 Provide Professional Development for Designated ELD/ALD Instruction</p> <ul style="list-style-type: none"> • ELD teachers will be trained on designing lessons for Designated ELD/ALD • Provide additional teacher voluntary PD (After-school or Saturdays) <p>2D.3 Provide Professional Development for Integrated ELD and Sheltered Instruction</p> <ul style="list-style-type: none"> • All teachers will be trained on designing lessons that integrate the ELD standards • Provide additional teacher voluntary PD (After-school or Saturdays) <p>2D.4 Provide EL TOA Coaching Program</p> <ul style="list-style-type: none"> • Provide professional development and coaching to support in-depth implementation of the essential language routines/strategies, highly effective research-based EL program components, and workshops to involve and engage EL parents. • Maintain 9 EL TOA positions 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>EL COORDINATOR TEACHING AND LEARNIG DIRECTOR PRINCIPAL ON ASSIGNMENT August 1, 2017-June 30, 2018</p> <ul style="list-style-type: none"> • Included in annual EL Program Budget • Sub costs: \$73,066 (LCFF SUPC/1140) • PD: \$45,600 (LCFF SUPC/1920) • Maintain 11 EL TOAs: \$363,089 ((LCFF SUPC 30%/1910) • Hire 1 EL TOA: \$ 33,008 ((LCFF SUPC 30%/1910) • World Language Sub costs: \$8,350 (LCFF SUPC/1920) • Maintain 14 Spanish Language Translators: \$821,106 (LCFF SUPC/2410) • Maintain 62 Bilingual Aides: \$2,153,136 (LCFF SUPC/2110) • Hire 9 Bilingual Aides: \$312,552 (LCFF SUPC/2110) <p>Title III-LEP:</p> <ul style="list-style-type: none"> • Maintain 11 EL TOAs: \$847,207 (Title III 70%/1910)

<ul style="list-style-type: none"> • Maintain 1 EL/Dual Immersion TOA • Maintain 1 EL/World Language TOA • Hire 1 additional EL TOA <p>2D.5 Provide Bilingual Aide Services</p> <ul style="list-style-type: none"> • Maintain 51 Bilingual Aide positions • Hire 11 additional Bilingual Aides positions • Provide regularly scheduled professional development and CELDT training for Bilingual Aides <p>2D.6 Provide District Translator Services</p> <ul style="list-style-type: none"> • Maintain 14 district Spanish Language Translators • Provide yearly training on technical skills and specialized terminology <p>2D.7 Provide Professional Development for World Language Teachers</p> <ul style="list-style-type: none"> • Provide PD on newly adopted World Language curriculum and texts 			<ul style="list-style-type: none"> • Hire 1 EL TOA: \$ 77,018 (Title III 70%/1910)
<p><u>2E PARENT & COMMUNITY INVOLVEMENT</u> (<i>Master Plan for ELs Chapter 5</i>)</p> <p>2E.1: Support EL Parent and Community Participation</p> <ul style="list-style-type: none"> • Provide Centralized Translation and Interpretation Services <p>2E.2 Provide Opportunities for EL Parents to Participate</p> <ul style="list-style-type: none"> • Provide opportunities for parents to participate in decision-making related to site and district initiatives (i.e. LCAP, DELAC, ELAC, DAC, SSC, GATE, PTA, parent advisory meetings, Superintendent’s Advisory Council, etc.) <p>2E.3 Create EL Parent/Teacher Conference Protocol</p> <ul style="list-style-type: none"> • Implement EL Conference Protocol to guide teachers in reviewing EL achievement data <p>2E.4 Provide Parental Notification</p> <ul style="list-style-type: none"> • The LEA will provide required communications to parents in a timely manner including: identification as EL, program placement options, program placement notification, English language proficiency level (as determined by CELDT results and any local English Proficiency assessments used), academic achievement level, redesignation information, and at the high school level, graduation requirements and annual notification of their students’ progress toward meeting those requirements. <p>2E.5 Provide EL Program Workshops for Parents of ELs</p> <ul style="list-style-type: none"> • In an addition to required program correspondence, provide a 3 day series of parent workshops to inform, engage, and empower EL parents in the academic career of their students. • Provide childcare for parents to attend workshops 	<p>All Schools (LEA-wide)</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> X English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>EL COORDINATOR FAMILY AND COMMUNITY ENGAGEMENT COORDINATOR August 1, 2017-June 30, 2018</p> <ul style="list-style-type: none"> • Included in annual EL Program Budget • Childcare Costs: \$5,495 (LCFF SUPC/2920) <p>Title III-LEP:</p> <ul style="list-style-type: none"> • Workshop materials: \$10,000 (Title III/4310)
<p><u>2F EL PROGRAM EVALUATION & ACCOUNTABILITY</u> (<i>Master Plan for ELs Chapter 6</i>)</p> <p>2F.1 Implement and monitor the revised Master Plan For English Learners</p> <p>2F.2 Conduct District EL Program Evaluation</p> <ul style="list-style-type: none"> • Conduct informal and formal district program reviews to monitor effectiveness of districtwide program practices and services. <p>2F.3 Conduct Site EL Program Evaluation</p> <ul style="list-style-type: none"> • Conduct informal and formal site program reviews to monitor effectiveness of program practices and services. 	<p>All Schools (LEA-wide)</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> X English Learners <u> </u> Foster Youth <u> </u> x Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>ASSOCIATE SUPERINTENDENT OF TEACHING AND LEARNING EL COORDINATOR CHIEFS OF SCHOOLS September 1, 2017-June 1, 2018</p> <ul style="list-style-type: none"> • Included in annual EL Program Budget • Sub costs: \$28,045 (LCFF SUPC/1140)

2F.4 Conduct ELD/ALD Instructional Rounds with Administrators and Teachers			
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- Conduct ELD/ALD instructional rounds to observe and monitor for quality integrated and designated ELD instruction.

GOAL:	EVERY STUDENT SUCCESSFUL Goal 3: Increase Graduation and College & Career Readiness	Related State and/or Local Priorities: 1__ 2__ <input checked="" type="checkbox"/> 3__ 4__ <input checked="" type="checkbox"/> 5__ 6__ 7__ <input checked="" type="checkbox"/> 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Identified Need :	1. Not all students are attaining NWEA MAP and ACT proficiency scores placing them on a pathway toward college and career readiness		
Goal Applies to:	Schools:	All schools	
	Applicable Pupil Subgroups:	All subgroups	
LEAP Year 1: 2015 - 2016			
Expected Annual Measurable Outcomes:	1. Graduation rate of 90%, or a growth of 1.33% over the previous year's graduation rate. a. Federal Metric: AYP 2. Students will increase their college/career courses, A-G requirements, and 9 th grade students will develop a post-secondary college/career plan. a. State/Local Metric: Zangle/Q High School Master Schedules, Naviance Reports 3. Students will have increased access to AP courses (10%), enrollment in AP courses (2.5%), and will score a 3 or higher on AP exams (5%). a. State/Local Metric: : AP Exam Results published by the College Board, Zangle/Q High School Master Schedules- Course enrollment counts 4. Students will have access to quality Career Technical Education pathways, industry-certification bearing courses, or internships/externships that are aligned to Common Core State Standards, university/Technical/Trade schools. a. Local Metric: CTE Pathway Plan/Enrollment 5. International Baccalaureate programs will be continued with development of additional programs and courses for students. a. Local Metric: Zangle/Q High School Master Schedules		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Persons Responsible/Budgeted Expenditures
<u>3A Build a College and Career Ready program to support students for post high school success.</u> <ul style="list-style-type: none"> Maintain position of Director, College and Career to spearhead and support all College and Career readiness efforts. Provide Naviance, a planning and tracking system for students, parents, and educators to ensure that students are on-track to graduate College and Career ready. Trainer of Trainers model for counselors to help support fellow counselors with training and follow-up support Increase the number of 9th graders enrolled in the A-G approved courses Continue PSAT for all 10th graders 	All Schools (LEA-wide)	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Chief of Secondary Schools July 1, 2015 – June 30, 2016 <ul style="list-style-type: none"> Maintain Director, College and Career: \$156,599 (LCFF/1310) Director of College and Career August 3, 2015 – May 13, 2016 <ul style="list-style-type: none"> Naviance: \$162,461 (LCFF/5840) Extra Duty: \$15,000 (LCFF/1920) Chief of Secondary Schools August 3, 2015 – May 13, 2016 <ul style="list-style-type: none"> PD for A-G: \$5,000 (LCFF/1920) Chief of Secondary Schools Director of College and Career October 2016 <ul style="list-style-type: none"> PSAT: \$41,488 (LCFF/5840)

<p><u>3B Create an Academic Innovation Department integrating the CTE, College Career Preparation (formally ROP), and develop Linked Learning pathways that will engage students with rigorous academics, higher education, and connect students to business and industry.</u></p> <p><u>3B.1 Implement a Linked Learning Pathways Program</u></p> <ul style="list-style-type: none"> Identify potential innovative pathways per High School Program and create industry-certification bearing courses, or internships/ externships that are aligned to Common Core State Standards University/Technical/Trade schools Identify the current number of High School students that are enrolled in Career Technology Education course, certification program or professional internship/ externship and align reporting with the new state reporting system CALPASS. Identify the current number of High School students that are receiving articulated or dual credit enrollment at post-secondary. Realign Career Technical Education programs at all High Schools to conform to a core set of pathways aligned to current industry standards and certifications. 	<p>All 9-12 Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Associate Superintendent of Teaching and Learning Academic Innovation Administrator Director of CTE Director of Linked Learning Assistant Principal of CCP July 1, 2015 – June 30, 2016</p> <ul style="list-style-type: none"> Academic Innovation Administrative Costs: \$250,000 (LCFF/1310) Hire Director of Linked Learning: \$141,697 (LCFF/1310) Hire Budget Tech: \$63,064 (LCFF/2410) Hire Intermediate Secretary: \$60,959 (LCFF/2410) Hire 5 Linked Learning TOAs: \$535,700 (LCFF/1910) PD: \$103,914 (LCFF/1920) Linked Learning Consultants: \$100,000 (LCFF/5850)
<p><u>3C Develop and build a robust International Baccalaureate</u></p> <ul style="list-style-type: none"> Complete a full course schedule audit to determine current and needed courses to develop robust International Baccalaureate Programs. Provide training for IB teachers to improve rigor and student success in current IB courses Add Middle Years Program (MYP) in Grades 9 and 10 at Jurupa Hills H.S. to begin in 2016-17. 2015-2016 will be a planning year. Staff to be trained in MYP Summer 2016. Continue Advanced Placement/International Baccalaureate EOS (Equal Opportunity Schools) Grant Match grades 6-12 to support sites in identifying and creating supports for increased AP/IB enrollment for students of color. (African American & Hispanic students) 	<p>Jurupa Hills High School</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>African-American and Hispanic Students</u></p>	<p>Associate Superintendent of Teaching and Learning Chief of Secondary Schools August 3, 2015 – May 13, 2016</p> <ul style="list-style-type: none"> Administrative costs: \$5,000 (LCFF/2435) IB Program: \$50,000 (LCFF/4310) IB Workshops: \$12,475 (LCFF/1920) IB MYP: \$22,000 (LCFF/1920) EOS Partnership: \$31,500 (LCFF/5850)
<p><u>3D Develop and build a robust Advanced Placement program.</u></p> <ul style="list-style-type: none"> Provide on-going training and opportunities to share best practice through AP teacher PLC's and release time Maintain Advanced Placement Insight for teachers and students <ul style="list-style-type: none"> AP Biology AP Chemistry AP World History Provide funding to offset the cost of AP exam fees for students who do not qualify for Free and Reduced fee waiver 			<p>Associate Superintendent of Teaching and Learning Chief of Secondary Schools August 3, 2015 – May 13, 2016</p> <ul style="list-style-type: none"> Release time: \$10,435 (LCFF/1920) AP Insight: \$17,667 (LCFF/5840) <p>Chief of Secondary Schools April - May 2016</p> <ul style="list-style-type: none"> AP Exam: \$33,000 (LCFF SUPC/5880)
<p>LEAP Year 2: 2016 - 2017</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Graduation rate of 90%, or a growth of 1.33% over the previous year's graduation rate. <ol style="list-style-type: none"> Federal Metric: AYP Students will increase their college/career courses, A-G requirements, and 9th grade students will develop a post-secondary college/career plan. <ol style="list-style-type: none"> State/Local Metric: Zangle/Q High School Master Schedules, Naviance Reports 		

	<ol style="list-style-type: none"> 3. Students will have increased access to AP courses (10%), enrollment in AP courses (2.5%), and will score a 3 or higher on AP exams (5%). <ol style="list-style-type: none"> a. State/Local Metric: : AP Exam Results published by the College Board, Zangle/Q High School Master Schedules- Course enrollment counts 4. Students will have access to quality Career Technical Education pathways, industry-certification bearing courses, or internships/externships that are aligned to Common Core State Standards, university/Technical/Trade schools. <ol style="list-style-type: none"> a. Local Metric: CTE Pathway Plan/Enrollment 5. International Baccalaureate programs will be continued with development of additional programs and courses for students. <ol style="list-style-type: none"> a. Local Metric: Zangle/Q High School Master Schedules 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Persons Responsible/Budgeted Expenditures	
<p><u>3A Build a College and Career Ready program to support students for post high school success.</u></p> <ul style="list-style-type: none"> • Maintain position of Director, College and Career to spearhead and support all College and Career readiness efforts. • Provide Naviance, a planning and tracking system for students, parents, and educators to ensure that students are on-track to graduate College and Career ready. • Trainer of Trainers model for counselors to help support fellow counselors with training and follow-up support • Increase the number of 9th graders enrolled in the A-G approved courses • Continue PSAT for all 10th graders 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Chief of Secondary Schools July 1, 2016 – June 30, 2017</p> <ul style="list-style-type: none"> • Maintain Director, College and Career: \$156,599 (LCFF/1310) <p>Director of College and Career August 3, 2016 – May 26, 2017</p> <ul style="list-style-type: none"> • Naviance: \$162,461 (LCFF/5840) • Extra Duty: \$15,000 (LCFF/1920) <p>Chief of Secondary Schools August 3, 2016 – May 26, 2017</p> <ul style="list-style-type: none"> • PD for A-G: \$5,000 (LCFF/1920) <p>Chief of Secondary Schools Director of College and Career October 2017</p> <ul style="list-style-type: none"> • PSAT: \$41,488 (LCFF/5840) 	
<p><u>3B Create an Academic Innovation Department integrating the CTE, College Career Preparation (formally ROP), and develop Linked Learning pathways that will engage students with rigorous academics, higher education, and connect students to business and industry.</u></p> <p><u>3B.1 Implement a Linked Learning Pathways Program</u></p> <ul style="list-style-type: none"> • Identify potential innovative pathways per High School Program and create industry-certification bearing courses, or internships/ externships that are aligned to Common Core State Standards University/Technical/Trade schools • Identify the current number of High School students that are enrolled in Career Technology Education course, certification program or professional internship/ externship and align reporting with the new state reporting system CALPASS. • Identify the current number of High School students that are receiving articulated or dual credit enrollment at post-secondary. • Realign Career Technical Education programs at all High Schools to conform to a core set of pathways aligned to current industry standards and certifications. 	<p>All 9-12 Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Associate Superintendent of Teaching and Learning Academic Innovation Administrator Director of CTE Director of Linked Learning Assistant Principal of CCP July 1, 2016 – June 30, 2017</p> <ul style="list-style-type: none"> • Academic Innovation Administrative Costs: \$250,000 (LCFF/1310) • Maintain Director of Linked Learning: \$141,697 (LCFF/1310) • Maintain Budget Tech: \$63,064 (LCFF/2410) • Maintain Intermediate Secretary: \$60,959 (LCFF/2410) • Maintain 5 Linked Learning TOAs: \$535,700 (LCFF/1910) • PD: \$103,914 (LCFF/1920) • Linked Learning Consultants: \$100,000 (LCFF/5850) 	

<p>3C Develop and build a robust International Baccalaureate</p> <ul style="list-style-type: none"> Complete a full course schedule audit to determine current and needed courses to develop robust International Baccalaureate Programs. Provide training for IB teachers to improve rigor and student success in current IB courses Add Middle Years Program (MYP) in Grades 9 and 10 at Jurupa Hills H.S. to begin in 2016-17. 2015-2016 will be a planning year. Staff to be trained in MYP Summer 2016. Continue Advanced Placement/International Baccalaureate EOS (Equal Opportunity Schools) Grant Match grades 6-12 to support sites in identifying and creating supports for increased AP/IB enrollment for students of color. (African American & Hispanic students) 	<p>Jurupa Hills High School</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>African-American and Hispanic Students</u></p>	<p>Associate Superintendent of Teaching and Learning Chief of Secondary Schools August 3, 2016 – May 26, 2017</p> <ul style="list-style-type: none"> Administrative costs: \$5,000 (LCFF/2435) IB Program: \$50,000 (LCFF/4310) IB Workshops: \$12,475 (LCFF/1920) IB MYP: \$22,000 (LCFF/1920) EOS Partnership: \$31,500 (LCFF/5850)
<p>3D Develop and build a robust Advanced Placement program.</p> <ul style="list-style-type: none"> Provide on-going training and opportunities to share best practice through AP teacher PLC's and release time Maintain Advanced Placement Insight for teachers and students <ul style="list-style-type: none"> AP Biology AP Chemistry AP World History Provide funding to offset the cost of AP exam fees for students who do not qualify for Free and Reduced fee waiver 			<p>Associate Superintendent of Teaching and Learning Chief of Secondary Schools August 3, 2016 – May 26, 2017</p> <ul style="list-style-type: none"> Release time: \$10,435 (LCFF/1920) AP Insight: \$17,667 (LCFF/5840) <p>Chief of Secondary Schools April - May 2017</p> <ul style="list-style-type: none"> AP Exam: \$33,000 (LCFF SUPC/5880)
<p>LEAP Year 3: 2017 - 2018</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Graduation rate of 90%, or a growth of 1.33% over the previous year's graduation rate. <ol style="list-style-type: none"> Federal Metric: AYP Students will increase their college/career courses, A-G requirements, and 9th grade students will develop a post-secondary college/career plan. <ol style="list-style-type: none"> State/Local Metric: Zangle/Q High School Master Schedules, Naviance Reports Students will have increased access to AP courses (10%), enrollment in AP courses (2.5%), and will score a 3 or higher on AP exams (5%). <ol style="list-style-type: none"> State/Local Metric: : AP Exam Results published by the College Board, Zangle/Q High School Master Schedules- Course enrollment counts Students will have access to quality Career Technical Education pathways, industry-certification bearing courses, or internships/externships that are aligned to Common Core State Standards, university/Technical/Trade schools. <ol style="list-style-type: none"> Local Metric: CTE Pathway Plan/Enrollment International Baccalaureate programs will be continued with development of additional programs and courses for students. <ol style="list-style-type: none"> Local Metric: Zangle/Q High School Master Schedules 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Persons Responsible/Budgeted Expenditures</p>
<p>3A Build a College and Career Ready program to support students for post high school success.</p> <ul style="list-style-type: none"> Maintain position of Director, College and Career to spearhead and support all College and Career readiness efforts. Provide Naviance, a planning and tracking system for students, parents, and educators to ensure that students are on-track to graduate College and Career ready. Trainer of Trainers model for counselors to help support fellow counselors with training and follow-up support Increase the number of 9th graders enrolled in the A-G approved courses 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Chief of Secondary Schools July 1, 2017 – June 30, 2018</p> <ul style="list-style-type: none"> Maintain Director, College and Career: \$156,599 (LCFF/1310) <p>Director of College and Career August 1, 2017 – May 25, 2018</p> <ul style="list-style-type: none"> Naviance: \$162,461 (LCFF/5840) Extra Duty: \$15,000 (LCFF/1920)

<ul style="list-style-type: none"> Continue PSAT for all 10th graders 			<p>Chief of Secondary Schools August 1, 2017 – May 25, 2018</p> <ul style="list-style-type: none"> PD for A-G: \$5,000 (LCFF/1920) <p>Chief of Secondary Schools Director of College and Career October 2018</p> <ul style="list-style-type: none"> PSAT: \$41,488 (LCFF/5840)
<p><u>3B Create an Academic Innovation Department integrating the CTE, College Career Preparation (formally ROP), and develop Linked Learning pathways that will engage students with rigorous academics, higher education, and connect students to business and industry.</u></p> <p><u>3B.1 Implement a Linked Learning Pathways Program</u></p> <ul style="list-style-type: none"> Identify potential innovative pathways per High School Program and create industry-certification bearing courses, or internships/ externships that are aligned to Common Core State Standards University/Technical/Trade schools Identify the current number of High School students that are enrolled in Career Technology Education course, certification program or professional internship/ externship and align reporting with the new state reporting system CALPASS. Identify the current number of High School students that are receiving articulated or dual credit enrollment at post-secondary. Realign Career Technical Education programs at all High Schools to conform to a core set of pathways aligned to current industry standards and certifications. 	<p>All 9-12 Schools (LEA-wide)</p>	<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>Associate Superintendent of Teaching and Learning Academic Innovation Administrator Director of CTE Director of Linked Learning Assistant Principal of CCP July 1, 2017 – June 30, 2018</p> <ul style="list-style-type: none"> Academic Innovation Administrative Costs: \$250,000 (LCFF/1310) Maintain Director of Linked Learning: \$141,697 (LCFF/1310) Maintain Budget Tech: \$63,064 (LCFF/2410) Maintain Intermediate Secretary: \$60,959 (LCFF/2410) Maintain 5 Linked Learning TOAs: \$535,700 (LCFF/1910) PD: \$103,914 (LCFF/1920) Linked Learning Consultants: \$100,000 (LCFF/5850)
<p><u>3C Develop and build a robust International Baccalaureate</u></p> <ul style="list-style-type: none"> Complete a full course schedule audit to determine current and needed courses to develop robust International Baccalaureate Programs. Provide training for IB teachers to improve rigor and student success in current IB courses Add Middle Years Program (MYP) in Grades 9 and 10 at Jurupa Hills H.S. to begin in 2016-17. 2015-2016 will be a planning year. Staff to be trained in MYP Summer 2016. Continue Advanced Placement/International Baccalaureate EOS (Equal Opportunity Schools) Grant Match grades 6-12 to support sites in identifying and creating supports for increased AP/IB enrollment for students of color. (African American & Hispanic students) 	<p>Jurupa Hills High School</p>	<p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>African-American and Hispanic Students</u></p>	<p>Associate Superintendent of Teaching and Learning Chief of Secondary Schools August 1, 2017 – May 25, 2018</p> <ul style="list-style-type: none"> Administrative costs: \$5,000 (LCFF/2435) IB Program: \$50,000 (LCFF/4310) IB Workshops: \$12,475 (LCFF/1920) IB MYP: \$22,000 (LCFF/1920) EOS Partnership: \$31,500 (LCFF/5850)
<p><u>3D Develop and build a robust Advanced Placement program.</u></p> <ul style="list-style-type: none"> Provide on-going training and opportunities to share best practice through AP teacher PLC's and release time Maintain Advanced Placement Insight for teachers and students <ul style="list-style-type: none"> AP Biology AP Chemistry AP World History Provide funding to offset the cost of AP exam fees for students who do not 			<p>Associate Superintendent of Teaching and Learning Chief of Secondary Schools August 1, 2017 – May 25, 2018</p> <ul style="list-style-type: none"> Release time: \$10,435 (LCFF/1920) AP Insight: \$17,667 (LCFF/5840) <p>Chief of Secondary Schools</p>

qualify for Free and Reduced fee waiver			April - May 2018 • AP Exam: \$33,000 (LCFF SUPC/5880)
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GOAL:	EVERY STUDENT SUCCESSFUL Goal 4: Cultivate Effective Teachers & Leaders		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Identified Need :	1. Prepare all students for higher levels of thinking required of the Common Core and post-secondary success. 2. Not all teachers are Highly Qualified as defined by No Child Left Behind. 3. Provide CCSS PD to teachers, instructional staff and building leaders. 4. Provide Instructional Leadership PD to teachers, instructional staff and building leaders.			
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups: All Students	
LEAP Year 1: 2015 - 2016				
Expected Annual Measurable Outcomes:	1. 100% of General Education teachers and 95% of Special Education teachers will be highly qualified. a. State and Federal Metric: rate of teacher misassignment 2. 90% of teachers, instructional staff, and building leaders will participate in 6 hours of CCSS aligned Professional Development. a. Local Metric: # of staff trained and # of PD hours per staff 3. 100% of school Instructional Leadership Teams will continue to train and support their site colleagues. a. Local Metric: Leadership Team Framework and Success Continuum and Instructional Rounds Data			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Persons Responsible/Budgeted Expenditures
<p><u>4A Professional Development (PD) will be provided for Faculty and Staff in order to better provide services for students to attain academic growth in areas of greatest need.</u></p> <p>4A.1 Teachers on Assignment (TOA) will be provided by T&L to support the on-going PD process for Faculty and Staff.</p> <ul style="list-style-type: none"> • Hire 6 Elementary TOAs • Maintain 12 CCSS TOAs • Maintain 4 Elementary/Secondary TOAs • Maintain 5 Intervention TOAs <p>4A.2 Teachers will be provided PD opportunities prior to the beginning of the school year.</p> <ul style="list-style-type: none"> • Elementary: math textbook introduction; Q implementation; Key Instructional Practices (DOK 3) • Secondary: Math Practice #3; Key Instructional Practices (DOK 3) <ul style="list-style-type: none"> ○ Option A: Negotiate 2 PD Days in Contract ○ Option B: Purchase 2 PD Days (est. 80% attendance) <p>4A.3 Elementary Teachers will be provided 4 days of PD in the subject area of Mathematics</p> <ul style="list-style-type: none"> • Focus on Mathematical Practice #3 • Numeracy skills using Add+Vantage strategies 		All Schools (LEA-wide)	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SPED	<p>T&L DIRECTOR MATH/ELA/ELEM/STEM COORD SELPA DIRECTOR August 3, 2015 – June 30, 2016</p> <ul style="list-style-type: none"> • Hire Elementary TOAs: \$642,840 (Title I/1910) • Maintain CCSS TOAs: \$1,285,680 (Title II/1910)) • Maintain Elementary/Secondary TOAs: \$428,560 (Title I/1910)) • Maintain Intervention TOAs: \$535,700 (Title I/1910) • PD Days: (LCFF SUPC/1310) <ul style="list-style-type: none"> ○ Option A: \$1,937,290 ○ Option B: \$1,549,832 • Elementary Sub Costs: 368,000 (LCFF/1140) • Add+Vantage materials: \$267,076 (LCFF/4310) • Student manipulatives: \$103,920 (Title I 50%, LCFF 50%/4310) • Secondary Sub Costs: \$138,000 (LCFF/1140) • SPED Sub Costs: \$54,970 (LCFF/1140)

<p>4A.4 Secondary Teachers will be provided 4 days of PD in the subject area of Mathematics</p> <ul style="list-style-type: none"> Mathematical Practice #3 <p>4A.5 SPED Teachers will be provided 2 days of PD, K-12 (SPED)</p> <ul style="list-style-type: none"> Appropriate accommodations and modifications <p>4A.6 School sites will be provided specific PD</p> <ul style="list-style-type: none"> Schools will implement key instructional practices that promote Depth Knowledge (DOK) Level 3 tasks. School-based PD plans will identify coaching and PD support needed from T&L. <p>4A.7 Teachers will be provided the opportunity for additional voluntary PD (After-school or Saturdays) (SPED)</p> <ul style="list-style-type: none"> SPED Arts Integration GATE AP IB Science Teacher librarians <p>4A.8 Teacher Aides will be provided PD in CCSS Implementation Modules (SPED, English Learners) Instructional Shifts & Strategies to elicit DOK Level 3, Child development/building relationships with students</p> <ul style="list-style-type: none"> Bilingual SPED Early Ed Library 			<ul style="list-style-type: none"> Voluntary PD: \$70,290 (LCFF/1920) <p>ASSOCIATE SUPT, T & L SELPA DIRECTOR EL COORDINATOR LIBRARY COORDINATOR August 17, 2015 – May 12, 2016</p> <ul style="list-style-type: none"> Sub costs: \$25,000 (LCFF/2140)
<p>4B Online District PD Opportunities Establish an online Learning Management System (LMS) to be able to share PD videos, materials, and other resources throughout the district.</p>	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>T&L DIRECTOR INSTRUCTIONAL TECH TOA August 10, 2015 – May 13, 2016</p> <ul style="list-style-type: none"> Edmodo: \$22,000 (LCFF/5840)
<p>4.C Instructional Leadership Teams</p> <ul style="list-style-type: none"> ILT members will attend 6 full-day PD sessions in order to be able to: <ul style="list-style-type: none"> use assessment data to effectively lead PLCs provide effective instructional feedback to teachers using peer observation protocols use a combination of school-wide student assessment and instructional implementation data to inform their school-wide leadership and 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>ASSOCIATE SUPT, T&L SCHOOL CHIEFS August 24, 2015 – March 8, 2016</p> <ul style="list-style-type: none"> Targeted Leadership Contract: \$213,000 (LCFF/5850) Sub Costs: \$259,210 (LCFF/1140) ILT Stipends: \$182,500 (LCFF/1950)

<p>planning</p>			<ul style="list-style-type: none"> Materials/handouts: \$3,000 (LCFF/4310)
<p>4.D Principals & Assistant Principals</p> <ul style="list-style-type: none"> In addition to ILT PD sessions, principals and assistant principals will participate in monthly PD sessions throughout the year which will focus on the following key skills: <ul style="list-style-type: none"> effectively analyze classroom instruction related to district and school-based instructional focus areas provide effective instructional feedback to teachers use a combination of student assessment and instructional implementation data to monitor and assess instructional initiatives 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>SCHOOL CHIEFS ASSOCIATE SUPT, TEACHING & LEARNING August 10, 2015 – May 27, 2016</p> <ul style="list-style-type: none"> Materials/handouts: \$3,000 (LCFF/4310)
<p>4.E Build a teacher and leadership pipeline Student >Instructional Aide>Teacher>Teacher Leader>Administrator</p> <ul style="list-style-type: none"> Ensure newly hired teachers are provided adequate training and PD in order to be successful in classroom instruction, by providing PD, on-site support, and mentors. Create Aspiring Principals program. Ensure highly qualified teachers—Verification Process for Special Settings (VPSS) and/or CA Subject Examinations for NHQT Explore and develop a program to recruit and retain highly qualified teachers, especially hard-to-fill positions, i.e., Speech Teachers and Special Education Teachers, and instructional aides 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>ASSOCIATE SUPT, T & L INDUCTION COORDINATOR SCHOOL CHIEFS August 3, 2015 – May 19, 2016</p> <ul style="list-style-type: none"> Sub costs: \$10,695 (LCFF/1140) Stipends: \$60,000 (LCFF/1150) VPSS Exam: \$2,000 (Title II/5880) Administrative Costs: \$5,000 (LCFF/2435)
<p>4.F Identify and implement Academic Innovation program sites in order to spearhead technology-enriched DOK Level 4 learning within FUSD</p> <ul style="list-style-type: none"> School sites will be explored to create Academic Innovation programs that commit to: <ul style="list-style-type: none"> DOK Level 4 Learning Visit other districts and school sites 10 days of additional summer PD Integration of technology and/or Linked Learning instruction Serving as a model learning site with frequent classroom visits 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>ASSOCIATE SUPT, T&L CHIEF OF INFO & ACCOUNTABILITY July 1, 2015 – June 30, 2016</p> <ul style="list-style-type: none"> Sub costs: \$11,500 (LCFF/1140) PD (Summer 2016): \$140,580 (LCFF/1920)
<p>LEAP Year 2: 2016 - 2017</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 100% of General Education teachers and 95% of Special Education teachers will be highly qualified. <ol style="list-style-type: none"> Required State and Federal Metric: rate of teacher misassignment 90% of teachers, instructional staff, and building leaders will participate in 6 hours of CCSS aligned Professional Development. <ol style="list-style-type: none"> Local Metric: # of staff trained and # of PD hours per staff 100% of school Instructional Leadership Teams will continue to train and support their site colleagues. <ol style="list-style-type: none"> Local Metric: Leadership Team Framework and Success Continuum and Instructional Rounds Data 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Persons Responsible/Budgeted Expenditures</p>

4A Professional Development (PD) will be provided for Faculty and Staff in order to better provide services for students to attain academic growth in areas of greatest need.

4A.1 Teachers on Assignment (TOA) will be provided by T&L to support the on-going PD process for Faculty and Staff.

- Maintain 6 Elementary TOAs
- Maintain 12 CCSS TOAs
- Maintain 4 Elementary/Secondary TOAs
- Maintain 5 Intervention TOAs

4A.2 Teachers will be provided PD opportunities prior to the beginning of the school year. Maintain Two Additional PD Days and explore optional PD Days.

- Elementary:
- Secondary:
 - Option A: Negotiate 2 PD Days in Contract
 - Option B: Purchase 2 PD Days (est. 80% attendance)

4A.3 Elementary Teachers will be provided 4 days of PD in the subject area of Mathematics

- Math textbooks & revised Units of Study/Assessments
- Compass Learning
- Add+Vantage Math (2nd - 6th)

4A.4 Secondary Teachers will be provided 4 days of PD in the subject area of Mathematics

- **Middle School Teachers:**
 - ELA & Math: Revised Units of Study/Assessments
 - Social Studies: New Units of Study
 - ELA & Math: Compass Learning
- **High School Teachers:**
 - ELA & Math: Revised Units of Study/Assessments
 - Social Studies: New Units of Study

4A.5 SPED Teachers will be provided 2 days of PD, K-12 (SPED)

- Appropriate accommodations and modifications

4A.6 School sites will be provided specific PD

- Schools will implement key instructional practices that promote Depth Knowledge (DOK) Level 3 tasks.
- School-based PD plans will identify coaching and PD support needed from T&L.

4A.7 Teachers will be provided the opportunity for additional voluntary PD (After-school or Saturdays) (SPED)

- SPED

All Schools
(LEA-wide)

ALL
OR:

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

**T&L DIRECTOR
MATH/ELA/ELEM/STEM COORD
SELPA DIRECTOR**

August 2, 2016 – May 12, 2017

- Maintain Elementary TOAs: \$642,840 (Title I/1910)
- Maintain CCSS TOAs: \$1,285,680 (Title II/1910))
- Maintain Elementary/Secondary TOAs: \$428,560 (Title I/1910))
- Maintain Intervention TOAs: \$535,700 (Title I/1910)
- PD Days: (LCFF SUPC/1310)
 - Option A: \$2,029,311
 - Option B: \$1,549,832
- Elementary Sub Costs: \$149,691 (LCFF/1140)
- Add+Vantage materials: \$108,625 (LCFF/4310)
- Student manipulatives: \$10,000 (Title I 50%, LCFF 50%/4310)
- Secondary Sub Costs: \$295,665 (LCFF/1140)
- SPED Sub Costs: \$54,970 (LCFF/1140)
- Voluntary PD: \$70,290 (LCFF/1920)

**ASSOCIATE SUPT, T & L
SELPA DIRECTOR
EL COORDINATOR
LIBRARY COORDINATOR**

August 2, 2016 – May 12, 2017

- Sub costs: \$25,000 (LCFF/2140)

<ul style="list-style-type: none"> • Arts Integration • GATE • AP • IB • Science • Teacher librarians <p>4A.8 Teacher Aides will be provided PD in CCSS Implementation Modules (SPED, English Learners) Instructional Shifts & Strategies to elicit DOK Level 3, Child development/building relationships with students</p> <ul style="list-style-type: none"> • Bilingual • SPED • Early Ed • Library 			
<p>4B Online District PD Opportunities Establish an online Learning Management System (LMS) to be able to share PD videos, materials, and other resources throughout the district.</p>	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>T&L DIRECTOR INSTRUCTIONAL TECH TOA August 2, 2016 – May 12, 2017</p> <ul style="list-style-type: none"> • Edmodo: \$22,000 (LCFF/5840)
<p>4.C Instructional Leadership Teams</p> <ul style="list-style-type: none"> • ILT members will attend 6 full-day PD sessions in order to be able to: <ul style="list-style-type: none"> ○ use assessment data to effectively lead PLCs ○ provide effective instructional feedback to teachers using peer observation protocols ○ use a combination of school-wide student assessment and instructional implementation data to inform their school-wide leadership and planning 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>ASSOCIATE SUPT, TEACHING & LEARNING SCHOOL CHIEFS August 22, 2016 – March 7, 2017</p> <ul style="list-style-type: none"> • Targeted Leadership Contract: \$213,000 (LCFF/5850) • Sub Costs: \$259,210 (LCFF/1140) • ILT Stipends: \$182,500 (LCFF/1950) • Materials/handouts: \$3,000 (LCFF/4310)
<p>4.D Principals & Assistant Principals</p> <ul style="list-style-type: none"> • In addition to ILT PD sessions, principals and assistant principals will participate in monthly PD sessions throughout the year which will focus on the following key skills: <ul style="list-style-type: none"> ○ effectively analyze classroom instruction related to district and school-based instructional focus areas ○ provide effective instructional feedback to teachers ○ use a combination of student assessment and instructional implementation data to monitor and assess instructional initiatives 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>SCHOOL CHIEFS ASSOCIATE SUPT, TEACHING & LEARNING August 4, 2016 – May 25, 2017</p> <ul style="list-style-type: none"> • Materials/handouts: \$3,000 (LCFF/4310)
<p>4.E Build a teacher and leadership pipeline Student >Instructional Aide>Teacher>Teacher Leader>Administrator</p> <ul style="list-style-type: none"> • Ensure newly hired teachers are provided adequate training and PD in order to be successful in classroom instruction, by providing PD, on-site support, and mentors. • Create Aspiring Principals program. • Ensure highly qualified teachers—Verification Process for Special Settings (VPSS) and/or CA Subject Examinations for NHQT 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>ASSOCIATE SUPT, T & L INDUCTION COORDINATOR SCHOOL CHIEFS August 3, 2015 – May 19, 2016</p> <ul style="list-style-type: none"> • Sub costs: \$10,695 (LCFF/1140) • Stipends: \$60,000 (LCFF/1150) • VPSS Exam: \$2,000 (Title II/5880) • Administrative Costs: \$5,000 (LCFF/2435)

<ul style="list-style-type: none"> Explore and develop a program to recruit and retain highly qualified teachers, especially hard-to-fill positions, i.e., Speech Teachers and Special Education Teachers, and instructional aides 			
<p>4.F Identify and implement Academic Innovation program sites in order to spearhead technology-enriched DOK Level 4 learning within FUSD</p> <ul style="list-style-type: none"> School sites will be explored to create Academic Innovation programs that commit to: <ul style="list-style-type: none"> DOK Level 4 Learning Visit other districts and school sites 10 days of additional summer PD Integration of technology and/or Linked Learning instruction Serving as a model learning site with frequent classroom visits 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>ASSOCIATE SUPT, TEACHING & LEARNING CHIEF OF INFO & ACCOUNTABILITY July 1, 2016 – June 30, 2017</p> <ul style="list-style-type: none"> Sub costs: \$11,500 (LCFF/1140) PD (Summer 2017): \$140,580 (LCFF/1920)
<p>LEAP Year 3: 2017 - 2018</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 100% of General Education teachers and 95% of Special Education teachers will be highly qualified. <ol style="list-style-type: none"> Required State and Federal Metric: rate of teacher misassignment 90% of teachers, instructional staff, and building leaders will participate in 6 hours of CCSS aligned Professional Development. <ol style="list-style-type: none"> Local Metric: # of staff trained and # of PD hours per staff 100% of school Instructional Leadership Teams will continue to train and support their site colleagues. <ol style="list-style-type: none"> Local Metric: Leadership Team Framework and Success Continuum and Instructional Rounds Data 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Persons Responsible/Budgeted Expenditures</p>
<p>4A Professional Development (PD) will be provided for Faculty and Staff in order to better provide services for students to attain academic growth in areas of greatest need.</p> <p>4A.1 Teachers on Assignment (TOA) will be provided by T&L to support the on-going PD process for Faculty and Staff.</p> <ul style="list-style-type: none"> Maintain 6 Elementary TOAs Maintain 12 CCSS TOAs Maintain 4 Elementary/Secondary TOAs Maintain 5 Intervention TOAs <p>4A.2 Teachers will be provided PD opportunities prior to the beginning of the school year. Maintain Two Additional PD Days and explore optional PD Days.</p> <ul style="list-style-type: none"> Elementary: <ul style="list-style-type: none"> Option A: Negotiate 2 PD Days in Contract Option B: Purchase 2 PD Days (est. 80% attendance) Secondary: <p>4A.3 Elementary Teachers will be provided 4 days of PD in the subject area of Mathematics</p>	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SPED</p>	<p>TEACHING & LEARNING DIRECTOR MATH COORDINATOR ELA COORDINATOR ELEMENTARY COORDINATOR August 1, 2017 – May 17, 2018</p> <ul style="list-style-type: none"> Maintain Elementary TOAs: \$642,840 (Title I/1910) Maintain CCSS TOAs: \$1,285,680 (Title II/1910)) Maintain Elementary/Secondary TOAs: \$428,560 (Title I/1910)) Maintain Intervention TOAs: \$535,700 (Title I/1910) PD Days: (LCFF SUPC/1310) <ul style="list-style-type: none"> Option A: \$2,059,750 Option B: \$1,549,832 Elementary Sub Costs: \$149,691 (LCFF/1140) Add+Vantage materials: \$108,625 (LCFF/4310) Student manipulatives: \$10,000 (Title I

<ul style="list-style-type: none"> • Math textbooks & revised Units of Study/Assessments • Compass Learning • Add+Vantage Math (TBD) <p>4A.4 Secondary Teachers will be provided 4 days of PD in the subject area of Mathematics</p> <ul style="list-style-type: none"> • Middle School Teachers: <ul style="list-style-type: none"> ○ ELA & Math: Revised Units of Study/Assessments ○ Social Studies: New Units of Study ○ ELA & Math: Compass Learning • High School Teachers: <ul style="list-style-type: none"> ○ ELA & Math: Revised Units of Study/Assessments ○ Social Studies: New Units of Study <p>4A.5 SPED Teachers will be provided 2 days of PD, K-12 (SPED)</p> <ul style="list-style-type: none"> • Appropriate accommodations and modifications <p>4A.6 School sites will be provided specific PD</p> <ul style="list-style-type: none"> • Schools will implement key instructional practices that promote Depth Knowledge (DOK) Level 3 tasks. • School-based PD plans will identify coaching and PD support needed from T&L. <p>4A.7 Teachers will be provided the opportunity for additional voluntary PD (After-school or Saturdays) (SPED)</p> <ul style="list-style-type: none"> • SPED • Arts Integration • GATE • AP • IB • Science • Teacher librarians <p>4A.8 Teacher Aides will be provided PD in CCSS Implementation Modules (SPED, English Learners) Instructional Shifts & Strategies to elicit DOK Level 3, Child development/building relationships with students</p> <ul style="list-style-type: none"> • Bilingual • SPED • Early Ed • Library 			<p>50%, LCFF 50%/4310)</p> <ul style="list-style-type: none"> • Secondary Sub Costs: \$295,665 (LCFF/1140) • SPED Sub Costs: \$54,970 (LCFF/1140) • Voluntary PD: \$70,290 (LCFF/1920) <p>ASSOCIATE SUPT, T & L SELPA DIRECTOR EL COORDINATOR LIBRARY COORDINATOR August 1, 2017 – May 17, 2018</p> <ul style="list-style-type: none"> • Sub costs: \$25,000 (LCFF/2140)
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<p>4B Online District PD Opportunities Establish an online Learning Management System (LMS) to be able to share PD videos, materials, and other resources throughout the district.</p>	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>T&L DIRECTOR INSTRUCTIONAL TECH TOA August 1, 2017 – May 17, 2018 • Edmodo: \$22,000 (LCFF/5840)</p>
<p>4.C Instructional Leadership Teams</p> <ul style="list-style-type: none"> • ILT members will attend 6 full-day PD sessions in order to be able to: <ul style="list-style-type: none"> ○ use assessment data to effectively lead PLCs ○ provide effective instructional feedback to teachers using peer observation protocols ○ use a combination of school-wide student assessment and instructional implementation data to inform their school-wide leadership and planning 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>ASSOCIATE SUPT, T & L SCHOOL CHIEFS August 21, 2017 – March 15, 2018 • Targeted Leadership Contract: \$150,000 (LCFF/5850) • Sub Costs: \$259,210 (LCFF/1140) • ILT Stipends: \$182,500 (LCFF/1950) • Materials/handouts: \$3,000 (LCFF/4310)</p>
<p>4.D Principals & Assistant Principals</p> <ul style="list-style-type: none"> • In addition to ILT PD sessions, principals and assistant principals will participate in monthly PD sessions throughout the year which will focus on the following key skills: <ul style="list-style-type: none"> ○ effectively analyze classroom instruction related to district and school-based instructional focus areas ○ provide effective instructional feedback to teachers ○ use a combination of student assessment and instructional implementation data to monitor and assess instructional initiatives 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>SCHOOL CHIEFS ASSOCIATE SUPT, TEACHING & LEARNING August 7, 2016 – May 25, 2018 • Materials/handouts: \$3,000 (LCFF/4310)</p>
<p>4.E Build a teacher and leadership pipeline Student >Instructional Aide>Teacher>Teacher Leader>Administrator</p> <ul style="list-style-type: none"> • Ensure newly hired teachers are provided adequate training and PD in order to be successful in classroom instruction, by providing PD, on-site support, and mentors. • Create Aspiring Principals program. • Ensure highly qualified teachers—Verification Process for Special Settings (VPSS) and/or CA Subject Examinations for NHQT • Explore and develop a program to recruit and retain highly qualified teachers, especially hard-to-fill positions, i.e., Speech Teachers and Special Education Teachers, and instructional aides. 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>ASSOCIATE SUPT, T & L INDUCTION COORDINATOR SCHOOL CHIEFS August 3, 2017 – May 19, 2018 • Sub costs: \$10,695 (LCFF/1140) • Stipends: \$60,000 (LCFF/1950) • VPSS Exam: \$2,000 (Title II/5880) • Administrative Costs: \$5,000 (LCFF/2435)</p>
<p>4.F Identify and implement Academic Innovation program sites in order to spearhead technology-enriched DOK Level 4 learning within FUSD</p> <ul style="list-style-type: none"> • School sites will be explored to create Academic Innovation programs that commit to: <ul style="list-style-type: none"> ○ DOK Level 4 Learning ○ Visit other districts and school sites ○ 10 days of additional summer PD ○ Integration of technology and/or Linked Learning instruction ○ Serving as a model learning site with frequent classroom visits 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>ASSOCIATE SUPT, TEACHING & LEARNING CHIEF OF INFO & ACCOUNTABILITY July 1, 2017 – June 30, 2018 • Sub costs: \$11,500 (LCFF/1140) • PD (Summer 2018): \$140,580 (LCFF/1920)</p>

GOAL:	ENGAGING SCHOOLS Goal 5: Engage Students & Decrease Dropout Rates		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_√ 6_√ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	1. Positive Behavioral Interventions and Supports (PBIS) is a universal, school-wide prevention strategy that is currently implemented to reduce disruptive behavior problems through the application of behavioral, social learning, and organizational behavioral principles. PBIS aims to alter school environments by creating improved systems and procedures that promote positive change in student behavior by targeting staff behaviors. 2. In order for the full implementation of PBIS to occur there needs to be full range of support from proper training to social emotional assistance for students, staff and parents as well as opportunities for students to be able to have an alternative to the traditional school setting to receive their education: <ol style="list-style-type: none"> PBIS Planning/Piloting and Implementation PBIS Coach PD PBIS resources Parent/Student Communication on PBIS One-on-one with Chronic Absentee Parents Mental Health support 			
Goal Applies to:	Schools:	All		
		Applicable Pupil Subgroups:	All	
LEAP Year 1: 2015 - 2016				
Expected Annual Measurable Outcomes:	1. Reduce the dropout rate of students by .05%. <ol style="list-style-type: none"> State Metric: DataQuest 2. Reduce the number of suspensions of all students by 1%. <ol style="list-style-type: none"> Local Metric: Discipline report from Q (student information system) 3. Reduce the number of suspensions for the following subgroups: Foster Youth, Hispanic, EL, African American, and Special Education students by 1%. <ol style="list-style-type: none"> Local Metric: Discipline report from Q (student information system) 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Persons Responsible/Budgeted Expenditures	
<p><u>5A Design and Implement a comprehensive Alternative Learning Program to meet the diverse needs of students</u></p> <ul style="list-style-type: none"> Maintain Coordinator of Alternative Education Maintain Intermediate Secretary (increase from .5 FTE to 1 FTE) Implement District Alternative Learning Center (ALC) Hire Certificated Teacher to run the ALC model Special education aide to provide academic support to ALC model for SPED students 	All Schools (LEA-wide)	__ALL OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk, Pregnant/Parenting, Boys Homes, SPED	<p>Associate Superintendent of Student Services Coordinator of Alternative Education Director of SELPA August 3, 2015 – June 30, 2016</p> <ul style="list-style-type: none"> Maintain Coordinator, Alternative Education: \$133,933 (LCFF/1310) Maintain Intermediate Secretary: \$60,959 (LCFF/2410) Hire ALC Teacher: \$82,100 (LCFF/1910) Hire Special education aide: \$32,200 (LCFF/2110) 	

			Expenditures
<p><u>5A Design and Implement a comprehensive Alternative Learning Program to meet the diverse needs of students</u></p> <ul style="list-style-type: none">Maintain Coordinator of Alternative EducationMaintain Intermediate Secretary (increase from .5 FTE to 1 FTE)Implement District Alternative Learning Center (ALC)Hire Certificated Teacher to run the ALC modelSpecial education aide to provide academic support to ALC model for SPED students	<p>All Schools (LEA-wide)</p>	<p><u> </u>ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u>X</u> Foster Youth <u> </u>Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) At-Risk, Pregnant/Parenting, Boys Homes, SPED</p>	<p>Associate Superintendent of Student Services Coordinator of Alternative Education Director of SELPA August 3, 2016 – June 30, 2017</p> <ul style="list-style-type: none">Maintain Coordinator, Alternative Education: \$133,933 (LCFF/1310)Maintain Intermediate Secretary: \$60,959 (LCFF/2410)Maintain ALC Teacher: \$82,100 (LCFF/1910)Maintain Special education aide: \$32,200 (LCFF/2110)
<p><u>5B Design, Implement, and Maintain a program focusing on PBIS, Restorative Justice Practices, and social emotional learning.</u></p> <p>5B.1 Pilot program focusing on positive behavior at the Middle School</p> <ul style="list-style-type: none">Maintain 2 Deans of Student Support <p>5B.2 Implement a District level Social and Emotional Counseling Program for at-risk and high needs students</p> <ul style="list-style-type: none">Maintain 1 Mental Health Coordinator:Maintain 2 Behavioral SpecialistsSocial/emotional targeted counseling to at risk youth in the areas of: Drugs/Alcohol, suicide prevention, bullying, decision making, social skills, anger management. <p>5B.3 Implement a systems approach to provide students and schools with a positive behavioral intervention support. District-wide Behavior Intervention program includes 3 foci:</p> <ol style="list-style-type: none">PBIS – Tier 1, 2, and 3 InterventionRestorative Justice PracticesSocial-Emotional Learning (SEL) <ul style="list-style-type: none">Develop a District wide Code of Conduct through CommitteeMaintain Coordinator of Positive School Culture and Climate: \$128,000Maintain Intermediate Bilingual Clerk for Positive School Culture and Climate and parent communicationsPBIS Tier 2 Training for Cohort 1<ul style="list-style-type: none">3 Elementary1 Middle School1 High SchoolPBIS Tier 1 Training for Cohort 2<ul style="list-style-type: none">7 schools TBDPBIS Substitute coverage will be providedCoaching Support stipends	<p>Fontana and Truman Middle School</p> <p>All Schools (LEA-wide)</p> <p>Date, Citrus, Oleander Elementary, Fontana Middle School, Fontana High School, and schools TBD</p>	<p><u> </u>ALL OR: <u>X</u> Low Income pupils <u> </u>English Learners <u>X</u> Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify) At-Risk_____</p>	<p>Chief of Secondary Schools August 3, 2016 – June 30, 2017</p> <ul style="list-style-type: none">Maintain 2 Deans of Student Support: \$231,056 (LCFF/1310) <p>Associate Superintendent of Student Services August 3, 2016 – June 30, 2017</p> <ul style="list-style-type: none">Maintain 1 Mental Health Coordinator: \$137,751 (LCFF/2310)Maintain 2 Behavioral Specialists: \$224,000 (LCFF/2310) <p>Associate Superintendent of Student Services August 3, 2016 – June 30, 2017</p> <ul style="list-style-type: none">Operating Costs: \$25,000 (LCFF/4310)Maintain Coordinator of Positive School Culture and Climate: \$128,000 (LCFF/2310)Maintain Intermediate Bilingual Clerk: \$54,712 (LCFF/2410)Training Costs Cohort 1: \$103,500 (LCFF/5850)Training Costs Cohort 2: \$103,500 (LCFF/5850)Sub Costs: \$108,000 (LCFF/1140)Coaching stipends: \$100,000 (LCFF/1950)Extra Duty: \$70,000 (LCFF/1120)Materials: \$80,000 (LCFF/4310)

<ul style="list-style-type: none"> • Site Based extra hourly for after school staff and parent PBIS meetings • PBIS Resource materials and incentives 			
LEAP Year 3: 2017 - 2018			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Reduce the dropout rate of students by .05%. <ol style="list-style-type: none"> a. State Metric: DataQuest 2. Reduce the number of suspensions of all students by 3%. <ol style="list-style-type: none"> a. Local Metric: Discipline report from Q (student information system) 3. Reduce the number of suspensions for the following subgroups: Foster Youth, Hispanic, EL, African American, and Special Education students by 2%. <ol style="list-style-type: none"> a. Local Metric: Discipline report from Q (student information system) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Persons Responsible/Budgeted Expenditures
<p><u>5A Design and Implement a comprehensive Alternative Learning Program to meet the diverse needs of students</u></p> <ul style="list-style-type: none"> • Maintain Coordinator of Alternative Education • Maintain Intermediate Secretary (increase from .5 FTE to 1 FTE) • Implement District Alternative Learning Center (ALC) • Hire Certificated Teacher to run the ALC model • Special education aide to provide academic support to ALC model for SPED students 	All Schools (LEA-wide)	<p>__ALL OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk, Pregnant/Parenting, Boys Homes, SPED</p>	<p>Associate Superintendent of Student Services Coordinator of Alternative Education Director of SELPA August 3, 2017 – June 30, 2018</p> <ul style="list-style-type: none"> • Maintain Coordinator, Alternative Education: \$133,933 (LCFF/1310) • Maintain Intermediate Secretary: \$60,959 2410) • Maintain ALC Teacher: \$82,100 (LCFF/1910) • Maintain Special education aide: \$32,200 (LCFF/2110)
<p><u>5B Design, Implement, and Maintain a program focusing on PBIS, Restorative Justice Practices, and social emotional learning.</u></p> <p>5B.1 Pilot program focusing on positive behavior at the Middle School</p> <ul style="list-style-type: none"> • Maintain 2 Deans of Student Support <p>5B.2 Implement a District level Social and Emotional Counseling Program for at-risk and high needs students</p> <ul style="list-style-type: none"> • Maintain 1 Mental Health Coordinator: • Maintain 2 Behavioral Specialists • Social/emotional targeted counseling to at risk youth in the areas of: Drugs/Alcohol, suicide prevention, bullying, decision making, social skills, anger management. <p>5B.3 Implement a systems approach to provide students and schools with a positive behavioral intervention support. District-wide Behavior Intervention program includes 3 foci:</p>	Fontana and Truman Middle School	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) At-Risk_____</p>	<p>Chief of Secondary Schools August 3, 2017 – June 30, 2018</p> <ul style="list-style-type: none"> • Maintain 2 Deans of Student Support: \$231,056 (LCFF/1310) <p>Associate Superintendent of Student Services August 3, 2017 – June 30, 2018</p> <ul style="list-style-type: none"> • Maintain 1 Mental Health Coordinator: \$137,751 (LCFF/2310) • Maintain 2 Behavioral Specialists: \$224,000 (LCFF/2310) <p>Associate Superintendent of Student Services August 3, 2017 – June 30, 2018</p> <ul style="list-style-type: none"> • Operating Costs: \$25,000 (LCFF/4310) • Maintain Coordinator of Positive School Culture and Climate: \$128,000 (LCFF/2310) • Maintain Intermediate Bilingual Clerk: \$54,712 (LCFF/2410)
	Date, Citrus, Oleander Elementary,		

Board Approved 06/24/2015

<p>1. PBIS – Tier 1, 2, and 3 Intervention 2. Restorative Justice Practices 3. Social-Emotional Learning (SEL)</p> <ul style="list-style-type: none"> • Develop a District wide Code of Conduct through Committee • Maintain Coordinator of Positive School Culture and Climate • Maintain Intermediate Bilingual Clerk for Positive School Culture and Climate and parent communications • PBIS Tier 3 Training for Cohort 1 <ul style="list-style-type: none"> ○ 3 Elementary ○ 1 Middle School ○ 1 High School • PBIS Tier 2 Training for Cohort 2 <ul style="list-style-type: none"> ○ 7 schools TBD • PBIS Tier 1 Training for Cohort 3 <ul style="list-style-type: none"> ○ 7 schools TBD • PBIS Substitute coverage will be provided • Coaching Support stipends • Site Based extra hourly for after school staff and parent PBIS meetings • PBIS Resource materials and incentives 	<p>Fontana Middle School, Fontana High School, and schools TBD</p>	<ul style="list-style-type: none"> • Training Costs Cohort 1: \$103,500 (LCFF/5850) • Training Costs Cohort 2: \$103,500 (LCFF/5850) • Training Costs Cohort 3: \$103,500 (LCFF/5850) • Sub Costs: \$162,000 (LCFF/1140) • Coaching stipends: \$150,000 (LCFF/1950) • Extra Duty: \$105,000 (LCFF/1120) • Materials: \$120,000 (LCFF/4310)
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<p>GOAL:</p>	<p>EMPOWERED COMMUNITIES Goal 6: Strengthen Family and Community Engagement</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_✓ 4__ 5__ 6_✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<ol style="list-style-type: none"> 1. Improvement needed in the area of communication for all stakeholders 2. Increase parental engagement for hard to reach parent (increase the number of parents involved) 3. Supporting parents in the area of "Learning at Home" 4. Internet access for parents and students. 5. Improve Volunteer Policy & Process, increase recognition and recruitment 6. Parent Leaders from DAC, SAC, DELAC, AAPAC, CAC, PTA working together for a common goal. 7. Recognizing, motivating, and empowering parent/community leaders 8. Staff and Professional Development for best practices in Family & Community Engagement 9. Family Friendly School Climate 10. District Level Staff to Coordinate Family & Community Engagement 11. District Level Parent Center to serve the FUSD community 	
<p>Goal Applies to:</p>	<p>Schools: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>
<p>LEAP Year 1: 2015 - 2016</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Increased opportunities for stakeholders to participate in district/site activities that increase their skills as partners in education. Increased partnerships with public, non-profit, business and faith based organizations. Increased community resources to site staff that will improve services to students and families. <ol style="list-style-type: none"> a. Local Metric: Community and Stakeholder partnerships and events 2. Increased opportunities for parents to be involved through gateway programs/workshops that will build capacity of parents to become empowered, confident, and knowledgeable to 	

	<p>support and advocate for their children. Increased communication and access to information. Increased parental engagement & continuous improvement of services to parents and community.</p> <p>a. Local Metric: 3 parent centers located in the south, central and north end of the district; flyers, attendance/sign in sheets, stakeholder feedback surveys</p> <p>3. Increased capacity to help students at home; Increased academic achievement & student engagement; increased parent involvement and engagement.</p> <p>a. Local Metric: Creation of Parent Institute, Parent University and Parent Summit</p> <p>4. Increased collaboration among community agencies (non-profit, faith based, public and private); Increased academic achievement & student engagement; increased parent involvement and engagement.</p> <p>a. Local Metric: Creation of advisory committees and scheduled events; minutes and attendance/sign in sheets of stakeholders from SAC, DELAC, CAC, AAPAC meetings, Parent Information Nights.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Persons Responsible/Budgeted Expenditures
<p>6A Establish a Family & Community Outreach Program</p> <ul style="list-style-type: none"> Maintain position of Coordinator, Family & Community Engagement Coordinator and Intermediate Secretary. Conduct Quarterly Community Cabinet meetings to actively Will provide refreshments, childcare, translation, and materials for handout 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Chief of Staff July 1, 2015 – June 30, 2016</p> <ul style="list-style-type: none"> Maintain Coordinator FACE: \$126,793 (Title I 50%, LCFF 50%/1310) Maintain Intermediate Secretary: \$74,528 (Title I 50%, LCFF 50%/2410) Refreshments: 1,200 (LCFF/4330) Childcare: \$288 (LCFF/2920) Interpretation Services: \$480 (Title I/2920) Printing: \$1,500 (LCFF/5806)
<p>6B Staff & Parents Collaborating as Equal Partners</p> <ul style="list-style-type: none"> Provide opportunities for parents to build their capacity through workshops, trainings, and activities. Purchase technology materials for parent and community engagement department to provide workshops and trainings. 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Coordinator of Family & Community August 3, 2015 – May 27, 2016</p> <ul style="list-style-type: none"> Workshops: \$25,000 (LCFF/4310) Parent University: \$5,525 (Title I/4310) Supplies: \$5,000 (LCFF/4310)
LEAP Year 2: 2016 - 2017			
<p>Expected Annual Measurable Outcomes:</p>	<p>1. Increased opportunities for stakeholders to participate in district/site activities that increase their skills as partners in education. Increased partnerships with public, non-profit, business and faith based organizations. Increased community resources to site staff that will improve services to students and families.</p> <p>a. Local Metric: Community and Stakeholder partnerships and events</p> <p>2. Increased opportunities for parents to be involved through gateway programs/workshops that will build capacity of parents to become empowered, confident, and knowledgeable to support and advocate for their children. Increased communication and access to information. Increased parental engagement & continuous improvement of services to parents and community.</p> <p>a. Local Metric: 3 parent centers located in the south, central and north end of the district; flyers, attendance/sign in sheets, stakeholder feedback surveys</p> <p>3. Increased capacity to help students at home; Increased academic achievement & student engagement; increased parent involvement and engagement.</p> <p>a. Local Metric: Creation of Parent Institute, Parent University and Parent Summit</p> <p>4. Increased collaboration among community agencies (non-profit, faith based, public and private); Increased academic achievement & student engagement; increased parent involvement and engagement.</p> <p>a. Local Metric: Creation of advisory committees and scheduled events; minutes and attendance/sign in sheets of stakeholders from SAC, DELAC, CAC, AAPAC meetings, Parent Information Nights.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Persons Responsible/Budgeted Expenditures

<p>6A Establish a Family & Community Outreach Program</p> <ul style="list-style-type: none"> • Maintain position of Coordinator, Family & Community Engagement Coordinator and Intermediate Secretary. • Conduct Quarterly Community Cabinet meetings to actively • Will provide refreshments, childcare, translation, and materials for handout 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Chief of Staff Coordinator of Family & Community July 1, 2015 – June 30, 2016</p> <ul style="list-style-type: none"> • Maintain Coordinator FACE: \$126,793 (Title I 50%, LCFF 50%/1310) • Maintain Intermediate Secretary: \$74,528 (Title I 50%, LCFF 50%/2410) • Refreshments: 1,200 (LCFF/4330) • Childcare: \$288 (LCFF/2920) • Interpretation Services: \$480 (Title I/2920) • Printing: \$1,500 (LCFF/5806)
<p>6B Staff & Parents Collaborating as Equal Partners</p> <ul style="list-style-type: none"> • Provide opportunities for parents to build their capacity through workshops, trainings, and activities. • Purchase technology materials for parent and community engagement department to provide workshops and trainings. 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Coordinator of Family & Community August 3, 2015 – May 27, 2016</p> <ul style="list-style-type: none"> • Workshops: \$25,000 (LCFF/4310) • Parent University: \$5,525 (Title I/4310) • Supplies: \$5,000 (LCFF/4310)

LEAP Year 3: 2017 - 2018

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Increased opportunities for stakeholders to participate in district/site activities that increase their skills as partners in education. Increased partnerships with public, non-profit, business and faith based organizations. Increased community resources to site staff that will improve services to students and families. <ol style="list-style-type: none"> a. Local Metric: Community and Stakeholder partnerships and events 2. Increased opportunities for parents to be involved through gateway programs/workshops that will build capacity of parents to become empowered, confident, and knowledgeable to support and advocate for their children. Increased communication and access to information. Increased parental engagement & continuous improvement of services to parents and community. <ol style="list-style-type: none"> a. Local Metric: 3 parent centers located in the south, central and north end of the district; flyers, attendance/sign in sheets, stakeholder feedback surveys 3. Increased capacity to help students at home; Increased academic achievement & student engagement; increased parent involvement and engagement. <ol style="list-style-type: none"> a. Local Metric: Creation of Parent Institute, Parent University and Parent Summit 4. Increased collaboration among community agencies (non-profit, faith based, public and private); Increased academic achievement & student engagement; increased parent involvement and engagement. <ol style="list-style-type: none"> a. Local Metric: Creation of advisory committees and scheduled events; minutes and attendance/sign in sheets of stakeholders from SAC, DELAC, CAC, AAPAC meetings, Parent Information Nights.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Persons Responsible/Budgeted Expenditures
<p>6A Establish a Family & Community Outreach Program</p> <ul style="list-style-type: none"> • Maintain position of Coordinator, Family & Community Engagement Coordinator and Intermediate Secretary. • Conduct Quarterly Community Cabinet meetings to actively • Will provide refreshments, childcare, translation, and materials for handout 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Chief of Staff Coordinator of Family & Community July 1, 2015 – June 30, 2016</p> <ul style="list-style-type: none"> • Maintain Coordinator FACE: \$126,793 (Title I 50%, LCFF 50%/1310) • Maintain Intermediate Secretary: \$74,528 (Title I 50%, LCFF 50%/2410) • Refreshments: 1,200 (LCFF/4330) • Childcare: \$288 (LCFF/2920) • Interpretation Services: \$480 (Title I/2920) • Printing: \$1,500 (LCFF/5806)

<p>6B Staff & Parents Collaborating as Equal Partners</p> <ul style="list-style-type: none"> • Provide opportunities for parents to build their capacity through workshops, trainings, and activities. • Purchase technology materials for parent and community engagement department to provide workshops and trainings. 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Coordinator of Family & Community August 3, 2015 – May 27, 2016</p> <ul style="list-style-type: none"> • Workshops: \$25,000 (LCFF/4310) • Parent University: \$5,525 (Title I/4310) • Supplies: \$5,000 (LCFF/4310)
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<p>GOAL:</p>	<p>EMPOWERED COMMUNITIES Goal 7: Promote Healthy Environments</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>
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<p>Identified Need :</p>	<p>1. Schools and District office departments are currently understaffed, causing an increase in repair time for facilities, an increase in response time for safety officers to report to site/district incidents, and grounds do not always reflect the quality of education and attention to detail of the school.</p>		
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups:</p>	<p>All</p>

LEAP Year 1: 2015 - 2016

<p>Expected Annual Measurable Outcomes:</p>	<p>1. Reduce the number of suspensions of all students by 2%. a. Local Metric: Discipline report from Q (student information system)</p> <p>2. Maintenance and Operations will have a 2% decrease in response time on routine and emergency work order requests from the previous year. a. Local Metric: Audit of Work Order logs</p> <p>3. School sites will have a 2% increase of their school climate survey from the previous year. a. Local Metric: Healthy Kids Survey, Local Surveys</p>		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Persons Responsible/Budgeted Expenditures
<p>7A Environments Conducive to Safe Learning</p> <ul style="list-style-type: none"> • Maintain 5 District Safety Officer (DSO) at sites with the greatest need. • Hire 5 additional District Safety Officer (DSO) at sites with the greatest need. 	<p>All K-8 Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Chief of Police July 1, 2015 – June 30, 2016</p> <ul style="list-style-type: none"> • Maintain 5 DSOs: \$268,152 (LCFF/2210) • Hire 5 DSOs: \$268,152 (LCFF/2210)
<p>7B Academic Environments Conducive to Learning</p> <p>Facilities</p> <ul style="list-style-type: none"> • Hire 2 employees for M&O to assist with grounds keeping • Hire 1 employee for M&O to assist with plumbing <p>Academic, Social/Emotional, Behavioral</p> <ul style="list-style-type: none"> • Hire an at-risk counselor to address the academic, emotional needs of at-risk students. 	<p>All Schools (LEA-wide)</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk, Pregnant/Parenting, Boys Homes</p>	<p>Director of M&O July 1, 2015 – June 30, 2016</p> <ul style="list-style-type: none"> • Hire 2 groundskeeper: \$109,424 (LCFF/2210) • Hire 1 maintenance plumber: \$72,501 (LCFF/2210) <p>Director of College & Career July 1, 2015 – June 30, 2016</p> <ul style="list-style-type: none"> • Hire at-risk counselor: \$107,140 (LCFF SUPC/1210)

<p>7C Healthy Environment to assist with Conducive Learning Environments</p> <ul style="list-style-type: none"> Hire a Coordinator of Athletics, Physical Education, and Wellness to oversee the physical health instructional programs for school sites and students. 	<p>All Schools (LEA-wide)</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk, Pregnant/Parenting, Boys Homes</p>	<p>Chief of Staff July 1, 2015 – June 30, 2016</p> <ul style="list-style-type: none"> Hire Coordinator, Athletics, Physical Education, and Wellness: \$123,037 (LCFF/2310)
<p>LEAP Year 2: 2016 - 2017</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> Reduce the number of suspensions of all students by 2%. <ol style="list-style-type: none"> Local Metric: Discipline report from Q (student information system) Maintenance and Operations will have a 2% decrease in response time on routine and emergency work order requests from the previous year. <ol style="list-style-type: none"> Local Metric: Audit of Work Order logs School sites will have a 2% increase of their school climate survey from the previous year. <ol style="list-style-type: none"> Local Metric: Healthy Kids Survey, Local Surveys 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Persons Responsible/Budgeted Expenditures</p>
<p>7A Environments Conducive to Safe Learning</p> <ul style="list-style-type: none"> Maintain 5 District Safety Officer (DSO) at sites with the greatest need. Hire 5 additional District Safety Officer (DSO) at sites with the greatest need. Hire an additional Police Officer to assist with at-risk programs, student safety, and community relations. 	<p>All Schools (LEA-wide)</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk students</p>	<p>Chief of Police July 1, 2016 – June 30, 2017</p> <ul style="list-style-type: none"> Maintain 10 District Safety Officers \$536,304 Hire an additional Police Officer: \$89,270 (LCFF/2210)
<p>7B Academic Environments Conducive to Learning</p> <p>Facilities</p> <ul style="list-style-type: none"> Maintain 2 additional employees for M&O to assist with grounds keeping Hire 2 additional employees for M&O to assist with grounds keeping Maintain 1 employee for M&O to assist with plumbing <p>Academic, Social/Emotional, Behavioral</p> <ul style="list-style-type: none"> Maintain an at-risk counselor to address the academic, emotional needs of at-risk students Hire an at-risk counselor to address the academic, emotional needs of at-risk students. 	<p>All Schools (LEA-wide)</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk, Pregnant/Parenting, Boys Homes</p>	<p>Director of M&O July 1, 2016 – June 30, 2017</p> <ul style="list-style-type: none"> Maintain 2 groundskeeper: \$109,424 (LCFF/2210) Hire 2 groundskeeper: \$109,424 (LCFF/2210) Maintain 1 maintenance plumber: \$72,501 LCFF/2210) <p>Director of College and Career July 1, 2016 – June 30, 2017</p> <ul style="list-style-type: none"> Maintain an at-risk counselor: \$107,140 (LCFF SUPC/1210) Hire an at-risk counselor: \$107,140 (LCFF

			SUPC/1210)
<p>7C Healthy Environment to assist with Conducive Learning Environments</p> <ul style="list-style-type: none"> Hire a Coordinator of Athletics, Physical Education, and Wellness to oversee the physical health instructional programs for school sites and students. 	All Schools (LEA-wide)	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk, Pregnant/Parenting, Boys Homes</p>	<p>Chief of Staff July 1, 2016 – June 30, 2017</p> <ul style="list-style-type: none"> Hire Coordinator, Athletics, Physical Education, and Wellness: \$123,037 (LCFF/2310)
LEAP Year 3: 2017 - 2018			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Reduce the number of suspensions of all students by 2%. <ol style="list-style-type: none"> Local Metric: Discipline report from Q (student information system) Maintenance and Operations will have a 2% decrease in response time on routine and emergency work order requests from the previous year. <ol style="list-style-type: none"> Local Metric: Audit of Work Order logs School sites will have a 2% increase of their school climate survey from the previous year. <ol style="list-style-type: none"> Local Metric: Healthy Kids Survey, Local Surveys 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Persons Responsible/Budgeted Expenditures
<p>7A Environments Conducive to Safe Learning</p> <ul style="list-style-type: none"> Maintain 10 District Safety Officer (DSO) at sites with the greatest need. Maintain an additional Police Officer to assist with at-risk programs, student safety, and community relations. Hire a Lieutenant Police Officer to assist with at-risk programs, student safety, and community relations. 	All Schools (LEA-wide)	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk students</p>	<p>Chief of Police July 1, 2017 – June 30, 2018</p> <ul style="list-style-type: none"> Maintain 10 District Safety Officers \$536,304 (LCFF/2210) Maintain a Police Officer: \$89,270 (LCFF/2210) Hire a Lieutenant Police Officer: \$130,323 (LCFF/2310)
<p>7B Academic Environments Conducive to Learning</p> <p>Facilities</p> <ul style="list-style-type: none"> Maintain 2 additional employees for M&O to assist with grounds keeping Hire 2 additional employees for M&O to assist with grounds keeping Maintain 1 employee for M&O to assist with plumbing <p>Academic, Social/Emotional, Behavioral</p> <ul style="list-style-type: none"> Maintain 2 at-risk counselors to address the academic, emotional needs of at-risk students 	All Schools (LEA-wide)	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk, Pregnant/Parenting, Boys Homes</p>	<p>Director of M&O July 1, 2017 – June 30, 2018</p> <ul style="list-style-type: none"> Maintain 4 groundskeeper: \$218,848 (LCFF/2210) Maintain 1 maintenance plumber: \$72,501 (LCFF/2210) <p>Director of College and Career July 1, 2017 – June 30, 2018</p> <ul style="list-style-type: none"> Maintain 2 at-risk counselors: \$214,280 (LCFF SUPC/1210)

<p><u>7C Healthy Environment to assist with Conducive Learning Environments</u></p> <ul style="list-style-type: none"> Hire a Coordinator of Athletics, Physical Education, and Wellness to oversee the physical health instructional programs for school sites and students. 	<p>All Schools (LEA-wide)</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk, Pregnant/Parenting, Boys Homes</p>	<p>Chief of Staff July 1, 2017 – June 30, 2018</p> <ul style="list-style-type: none"> Hire Coordinator, Athletics, Physical Education, and Wellness: \$123,037 (LCFF/2310)
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FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
√	Title I, Part A	√	EIA – State Compensatory Education
√	Title I, Part D, Neglected/Delinquent	√	EIA – Limited English Proficiency
√	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
√	Title III, Limited English Proficient	√	Gifted and Talented Education
	Title III, Immigrants		School Safety and Violence Prevention Act (AB1113, AB 658)
√	Adult Education		Healthy Start
√	Career Technical Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	McKinney-Vento Homeless Education	√	School Based Coordinated Program
√	IDEA, Special Education		Other (describe):
	21 st Century Community Learning Centers		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students (\$)	Current Year Direct Services to Students (%)
Title I, Part A - 3010	2,342,841	11,861,992	12,074,108	85%
Title I, Part D, Neglected/Delinquent - 3025	16,378	14,603	29,432	95%
Title II Part A, Subpart 2, Improving Teacher Quality - 4035	445,109	1,307,188	1,664,682	95%
Title III, Limited English Proficient - 4203	1,913,250	1,450,393	3,296,370	98%
Adult Education Fund 11 (3905, 3913, & 3926)	0	419,460	398,487	95%
Career Technical Education/Perkins - 3550	0	384,246	365,034	95%
IDEA, Special Education (3310, 3315, 3320, 3345, 3385)	0	6,918,029	6,584,580	95.18%
TOTAL	4,717,578	22,355,911	24,412,693	90.172%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements or Maximum Reimbursable	Current Year Direct Services to Students (\$)	Current Year Direct Services to Students (%)
EIA – State Compensatory Education - 7090(Continuation High Schools only)	119,356	0	115,775	97%
EIA – Limited English Proficient - 7091	527,607	0	511,779	97%
School Based Coordinated Program (EIA/SCE, School & Library Improvement Block Grant, and GATE) - 7250	532,231	0	507,695	95.39%
Child Development Programs Fund 12 (6052, 6105/0000&ACCT, 6105/INFT, 6145)	138,783	6,122,549	5,553,655	93%
TOTAL	1,317,977	6,122,549	6,688,904	89.899%

Elementary and Secondary Education Act Local Educational Agency Plan Goal 2 Budget Update Template

Name of LEA: Fontana Unified School District
Total Title III Allocation: LEP \$1,327,084
LEP Administrative & Indirect Costs (2%): \$26,022.00

Fiscal Year: 2015-2016
Immigrant: \$0
Immigrant Administrative & Indirect Costs: \$0

For each applicable Title III goal indicated below, indicate the key actions that will be implemented to meet each goal, the related Title III budget item, and the estimated cost for each item.

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1- Annual progress Learning English	<i>Goal 2B INSTRUCTIONAL PROGRAMS (Master Plan for ELs Chapter 2)</i> 2B.1 Implement Designated and Integrated ELD Instruction <ul style="list-style-type: none"> Provide Supplemental ELD instructional materials (Avenues, Academic Vocabulary Toolkit, and English 3D) 	Avenues (Grades K-5): \$105,000 Academic Vocabulary Toolkit (grades 3-5): \$146,000 Academic Vocabulary Toolkit (Grades 6-12) Level 1: \$47,450 Level 2: \$41,550 English 3D (Grades 6-12) Course 1: \$33,000 Course 2: \$27,000	Supplemental Instructional Materials: \$400,000 (Title III/4310)
Goal 2B: AMAO 2 - English Proficiency	Addressed in Goal 2A actions	N/A	N/A
Goal 2C: AMAO 3 - Adequate Yearly Progress (AYP) in English/Language Arts	Addressed in Goal 2D actions	N/A	N/A

Goal 2C: AMAO 3 – AYP in Mathematics	Addressed in Goal 2D actions	N/A	N/A
Goal 2D: High Quality Professional Development	<p><i>Goal 2D STAFFING & PROFESSIONAL GROWTH (Master Plan for ELs Chapter 4)</i></p> <p>2D.4 Provide EL TOA Coaching Program</p> <ul style="list-style-type: none"> Provide professional development and coaching to support in-depth implementation of the essential language routines/strategies, highly effective research-based EL program components, and workshops to involve and engage EL parents. <p>2D.3 Provide Professional Development for Integrated ELD and Sheltered Instruction</p> <ul style="list-style-type: none"> All teachers will be trained on designing lessons that integrate the ELD standards Provide additional teacher voluntary PD (After-school or Saturdays) 	<p>Average cost of EL TOA position: \$110,027</p> <p>Certificated hourly: \$38</p>	<ul style="list-style-type: none"> Maintain 10 EL TOAs: \$770,189 (Title III 70%/1910) Voluntary Supplemental PD: \$146,895 (Title III/1920)
Goal 2E: Parent and Community Participation	<p><i>Goal 2E PARENT & COMMUNITY INVOLVEMENT (Master Plan for ELs Chapter 5)</i></p> <p>2E.5 Provide EL Program Workshops for Parents of ELs</p> <ul style="list-style-type: none"> In an addition to required program correspondence, provide a 3 day series of parent workshops to inform, engage, and empower EL parents in the academic career of their students. 	N/A	<ul style="list-style-type: none"> Workshop materials: \$10,000 (Title III/4310)
Goal 2F: Parental Notification	<p><i>Goal 2E PARENT & COMMUNITY INVOLVEMENT (Master Plan for ELs Chapter 5)</i></p> <p>2E.4 Provide Parental Notification</p> <ul style="list-style-type: none"> The LEA will provide required communications to parents in a timely manner including: identification as EL, program placement options, program placement notification, English language proficiency level (as determined by CELDT results and any local English Proficiency assessments used), academic achievement level, redesignation information, and at the high school level, graduation requirements and annual notification 	N/A	N/A
Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)	N/A	N/A	N/A
Goal 5A: Increase Graduation Rates	<p><i>Goal 2C MONITORING OF STUDENT PROGRESS & RECLASSIFICATION (Master Plan for ELs Chapter 3)</i></p> <p>2C.4 Provide EL Data Workshops for Students</p> <ul style="list-style-type: none"> Workshops will be provided to middle and high school English Learners 	N/A	<ul style="list-style-type: none"> Included in Workshop materials: \$10,000 (Title III/4310) from Goal 2E

	<p><i>GOAL 2E PARENT & COMMUNITY INVOLVEMENT (Master Plan for ELs Chapter 5)</i></p> <p>2E.5 Provide EL Program Workshops for Parents of ELs</p> <ul style="list-style-type: none"> In an addition to required program correspondence, provide a 3 day series of parent workshops to inform, engage, and empower EL parents in the academic career of their students. 		
<p>Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs</p>			<p>LEP \$ \$1,327,084 IMM \$0</p>

Program Notes:

- I. Activities must be of supplemental nature. Align activities with associated estimated costs.
- II. LEAs must expend Title III funds on activities that are required, allowable, allocable, necessary and reasonable.
- III. Title III funds should supplement the level of Federal, State, and local funds, including LCFF funds.

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWORKs program; ✓ Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>Description of how the LEA is meeting or plans to meet this requirement:</p> <p>FUSD uses the number of children eligible for Free/Reduced Price Lunch programs as the low income measure to identify which schools are eligible for Title I funding.</p> <p>The Fontana Unified Food Services Department determines eligibility for Free and Reduced Priced Meal benefits annually in accordance with the United States Department of Agriculture's (USDA) meal eligibility guidelines.</p> <p>Student eligibility is determined in one of four ways: Direct Certification, Categorical, Income, or Foster Children, with each method having specific criteria for qualification as listed below:</p> <p><u>Direct Certification</u> Direct Certifications are completed based on a data file received from the San Bernardino County Superintendent of Schools with pertinent student information prior to the beginning of the school year. Direct certification is for students participating in Food Stamps, KinGap, CalWORKs, and FDPIR, which automatically qualifies the students for free meals. For Provision 2 schools, direct certification is only performed in the base year.</p> <p>Note: As of 2009/10 school year, the siblings of students who are directly certified for benefits as noted above are also considered directly certified and qualify for free meals, which has enabled more students to qualify.</p>
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	<p><u>Categorical Eligibility</u></p> <ul style="list-style-type: none">• The names of the children for whom the application is made;• A Food Stamp, FDPIR or KinGap case number – 7 Digit Formats• The signature of an adult household member <p>Migrant, Homeless and Runaway students are directly certified through the district's Homeless or Migrant liaison or other official sources. Students in these categories cannot have eligibility for these categories determined based on self-declaration on an application.</p> <p>Note: As of 2009/10 school year, the siblings of students who are categorically eligible for benefits as noted above are also considered categorically eligible and qualify for free meals, which have enabled more students to qualify.</p> <p><u>Income Eligibility</u></p> <ul style="list-style-type: none">• The names of all household members;• The amount and source of current income by each member and the source of the income or indication of no income by each member by checking the No Income box or noting Zero (\$0);• The signature of an adult household member or the emancipated student; and• The last 4 digits of the social security number of the adult household member who signs the application or an indication that the household member does not have one.• Household income is compared to the "Income Eligibility Guidelines" published each year by the USDA in order to determine which level of benefits they qualify for. <p><u>Foster Children Eligibility</u></p> <ul style="list-style-type: none">• The name of the child• The child's personal income; and• The signature of an adult household member, official of the court, or other
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	<p>agency responsible for the child.</p> <p>Households wishing to apply for meal benefits under income, categorical or Foster Children eligibility may do so by completing a paper application for Free and Reduced Priced Meal Benefits or going online to securely complete an application.</p> <p>Paper applications are scanned and electronically processed through the district lunch management software. This process coupled with online meal applications has increased the efficiency by which an application can be entered into the system, reviewed and an eligibility determination can be made.</p> <p><u>Provision 2 Schools</u></p> <p>The outlined application processing only applies to Provision 2 schools which are establishing a new base year. In the 2010/11 school year, Fontana Unified operated a new base year for 23 of its elementary schools due to the district boundary changes, to update information, and to add 3 additional schools to the Provision 2 program.</p> <p>A residual benefit of establishing the new base year was that households who were applying for the Provision 2 elementary schools included the high school age siblings on the meal application. In prior cycle years of Provision 2, when an application was not necessary for students attending the Provision 2 elementary schools, households would not submit applications for the older children to qualify for the program. Therefore, high schools have seen an increase in students qualified for Free and Reduced Price meal benefits.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>FUSD uses the percentage of students eligible for Free/Reduced Price Lunch programs at each school site to determine eligibility for Title I funding and to rank schools district wide. All FUSD schools have a poverty level above 40% and receive Title I funding according to a per eligible student allocation.</p> <p>In the 2014-15 school year, the district's poverty level was 82.66% with a range from 50.48% to 95.68%.</p>

Additional Mandatory Title I Descriptions (continued)

<p>Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt/; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. 	<p>The Chiefs of Elementary and Secondary Schools and the Categorical Department provide on-going technical assistance to sites in the development, implementation, and monitoring of the Single Plan for Student Achievement (SPSA) with the 10 required SWP components addressed in each plan.</p> <p>Each SPSA is evaluated annually by the Chiefs of Elementary and Secondary Schools and technical assistance is provided accordingly. Technical assistance includes programmatic support (EPC 1), strategic budgeting support (EPC 9), program evaluation support, and data driven decision making (EPCs 7 & 8).</p> <p><u>Comprehensive Needs Assessment</u> Each site conducts a comprehensive needs assessment that includes, but is not limited to a review of the following:</p> <ul style="list-style-type: none"> • Analysis of student performance data on multiple assessments (CST, CELDT, CAHSEE, NWEA MAP, Intervention Program, Benchmarks, and other relevant data) • Analysis of annual Title I Instructional Program and Parental Involvement Survey results • Analysis of parent, teacher, and student Input • Analysis of staff's professional development needs in order to provide effective instruction to all students

<ul style="list-style-type: none">• Effective methods and instructional strategies based on scientifically-based research.• Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.• Timely and effective additional assistance to students who experience difficulty mastering state standards.	<p>SSC, ELAC, administrative professional learning communities (PLCs), site-based Instructional Leadership Teams (ILTs), site-based PLCs, and SPSA committees utilize student achievement and program data to evaluate the effectiveness of the current educational program in meeting the goals outlined in the SPSA. School administrators participate in Leadership Roundtable and/or Summit Meetings with the Chiefs of Schools to share their analysis of their schools' data, priority goals and targets, high-leverage strategies and actions, and the alignment of their schools' budgets to all of these as a proposal for the approval of their SPSAs. Strategies and actions for each goal within the SPSA are also evaluated for effectiveness from both a programmatic and fiscal perspective. The SPSA is revised accordingly to ensure that educational practices, programs and identified resources support opportunities for all students to meet state standards.</p> <p><u>Effective Methods, Instructional Strategies and Timely Assistance</u></p> <p>The Offices of the Elementary and Secondary Chiefs of Schools collaborate with the Teaching and Learning and Student Services Departments to provide continuous and targeted professional development (PD) to schools in the California Standards-aligned units of study, their identified Instructional Focus Areas (i.e. Academic Language Development, Close Reading, Thinking Maps, and Argumentative Writing), Math Fluency and Application, and the content areas. Systematic, research-based technical assistance is provided in these areas in the form of Standards-aligned PD modules, administrator and teacher coaching; intervention models, periods, materials and software; increased access to relevant data to inform planning, and technology-based teaching and learning tools.</p> <p>Administrators, Teachers-On-Assignment, coordinators, and ILT members lead data analysis protocols and aligned instructional planning in regular, school-based PLC meetings. The Chiefs of Schools hold bi-weekly meetings with all principals and assistant principals to review data to gauge school progress and provide relevant PD and other technical assistance.</p>
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<ul style="list-style-type: none"> • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. 	<p><u>Extended Learning Opportunities</u> Every SPSA includes actions under the strategy of Extended Learning Opportunities (EPC 2) that are driven by student data and aligned to research-based practices for effective intervention. The Offices of the Chiefs of Schools and the Categorical Department support sites with the design, implementation, monitoring, and evaluation of extended learning opportunities to ensure that interventions and enrichment opportunities maximize student learning by remediating skill deficiencies and/or accelerating learning.</p> <p><u>Highly Qualified Teachers and Paraprofessionals</u> 99% of FUSD teachers are Highly Qualified and 99.5% of all Paraprofessional are Highly Qualified. The District provides incentives for staff to become National Board Certified and also compensates for participation in professional development opportunities.</p> <p>FUSD plans and coordinates district and county level professional development to focus on 100% Highly Qualified Teachers (HQT) at each site. Teachers who have not obtained full HQT status will be placed on an individual professional development plan leading to full HQT status. Funding from Title II, Part A and other federal and state funding are coordinated to expedite the process and ensure compliance with state and federal requirements.</p> <p><u>High Quality, Ongoing Professional Development</u> The Fontana Unified School District (FUSD) provides opportunities for high quality and ongoing professional development for teachers, principals, paraprofessionals, and parents focused on the implementation of Common Core State Standards (CCSS). Approximately 30% percent of the district's teachers participated in the PD offered.</p> <p>In 2014-15, three modules on CCSS were offered to teachers, principals, and</p>
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	<p>paraprofessionals in English Language Arts and Mathematics in grades Kindergarten through 12. The modules included: the structure of the new Units of Study and how to unpack standards in order to do long-range planning; the use of assessment data to design lessons within the Units of Study in an effort to address the differentiated needs of students; and the integration of the instructional shifts in the planning and designing of lessons within the Units of Study to create opportunities for increased depth of understanding and differentiation for all students. Teachers also received training on: developing early numeracy skills for students in primary grades; the implementation of CCSS in the Special Education; and Visual and Performing Arts. Teams of teachers also participated on Instructional Leadership teams where they received guidance on serving as a multiplier for the instructional coaching cycle.</p> <p>Feedback from teachers on a scale from 1 to 5 with 5 being the most favorable averaged a 4.5 with most teachers strongly agreeing that the workshop objectives were clear, that they were able to master each sessions' learning objective, that they gained information or skills to be used use in work, and that they feel more prepared for the task addressed by each of the training modules. Lastly, teachers were also able to receive hours toward their professional growth credits for their participation in professional development.</p> <p>Several workshops were presented to parents at the District Office and various school sites on new Common Core State Standards, the SBAC exam, and strategies for supporting student learning. Parents had the opportunity to ask questions and to gain increased awareness and understanding about the CCSS and its impact on classroom instruction, things they can do to support their student(s) at home in order to be successful with the new standards, how to help students with homework, and how to help students become successful.</p>
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	<p><u>Teachers on Assignment (TOAs)</u></p> <p>FUSD recognizes the importance of providing ongoing coaching support for teachers (EPC 6) and uses its LCFF, Title I, II, and III funds to support 44.5 full time equivalent (FTE) Teachers on Assignment (TOAs) as follows:</p> <p>LCFF will support:</p> <ul style="list-style-type: none">• 2 K-12 Instructional Technology• 6 Elementary English Learner (30%)• 4 Secondary English Learner (30%)• 5 Linked Learning• 0.25 CTE <p>Adult Ed funds will support:</p> <ul style="list-style-type: none">• 0.25 Adult Ed <p>District and site Title I Mandated Program Improvement funds will support:</p> <ul style="list-style-type: none">• 8 Elementary ELA/Math• 2 Secondary ELA/Math• 3 Elementary Academic Intervention• 2 Secondary Academic Intervention <p>Title II funds will support:</p> <ul style="list-style-type: none">• 8 Elementary ELA/Math• 4 Secondary ELA/Math <p>Title III funds will support:</p> <ul style="list-style-type: none">• 6 Elementary English Learner (70%):• 4 Secondary English Learner (70%):
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<ul style="list-style-type: none"> • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. 	<p><u>Parental Involvement</u> Refer to the FUSD AR 6020 Parental Involvement located at: http://www.gamutonline.net/district/fontana/DisplayPolicy/546766/</p> <p><u>Preschool Transition</u> All elementary school site Kindergarten and Preschool teachers work collaboratively in the development and implementation of activities that assist the preschool children in their transition from early education to elementary school programs. In addition, the curriculum in both grades is aligned for reading and language arts, as well as math. The goals of this program are:</p> <ul style="list-style-type: none"> • To increase family collaboration and involvement with the school and the transition process. • To familiarize parents with curriculum alignment of the adopted Elementary English Language Arts and Mathematics programs. • To increase children’s familiarity with the Kindergarten setting. <p>To provide children with the opportunity to engage in positive relationships with preschool peers, existing Kindergarteners, as well as staff in both grade levels.</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards.</p>	<p>As of the 2014-15 school year, all FUSD schools operate Title I Schoolwide Programs.</p>

Additional Mandatory Title I Descriptions (continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p><u>Private Schools:</u> FUSD consults with private school administrators to determine academic criteria for identifying most at risk students to participate in the Title I Targeted Assistance program. Private schools utilize multiple measures, such as: progress reports (not proficient on grade level classroom work), teacher recommendation, diagnostic assessments indicating student has not attained prerequisite skills necessary for proficiency of grade level work, and annual standardized testing results indicating that student is below grade level. For students in grades K-2, parent/teacher recommendation and developmentally appropriate measures are used. Private schools apply the multiple criteria to generate a list of eligible students. Students are pre-tested in designated subject area(s) (language arts/reading and/or mathematics) and based on these results, students are placed in appropriate program of support.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Per the McKinney Vento Act, any student who qualifies as being "homeless" has the right to be enrolled immediately or stay in their home school of origin even though they may have moved to another location outside of their school boundary. Our CWA Homeless Liaison follows through with students that are identified as "homeless" and provides the necessary resources, school supplies, hygiene products, food, or clothing on an "as needed basis." Transportation and/or bus</p>

	<p>passes are also provided if needed. The school sites keep the CWA Homeless Liaison informed of students that may be in need of these services.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p><u>Ettie Lee and Berhe Group Homes</u> FUSD consults with site administrators, support staff, students and Group Home administrators to identify students' needs and develop applicable support programs. The district uses multiple measures, such as: grades, teacher recommendation, diagnostic assessments, annual standardized testing results, and behavior data to target program services and track progress. Services are provided at the Group Home facility or school site and include academic tutoring, HW assistance, counseling, and transition services.</p>

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>District Support to PI Schools: In addition to the District's support as described under Schoolwide Programs, the District School Liaison Team also provides PI year 3 -5 schools with the following support:</p> <ul style="list-style-type: none"> • Regular school and classroom visits and feedback regarding core and intervention program implementation, corrective action/alternative governance implementation, and Administrator coaching • Ongoing categorical budget and SPSA support • Ongoing review of school, classroom and student data to monitor progress, followed by feedback and recommendations • Ongoing professional development <p>The Chiefs of Elementary and Secondary Schools are working with all schools that are in Year 4 or 5+ of PI to develop and/or review their Alternative Governance Plans based on current relevant data.</p> <p>School Choice and SES The Project Manager, Program Improvement provides all Program Improvement sites with ongoing support in the implementation of School Choice and as applicable, Supplemental Educational Services (SES).</p>

Additional Mandatory Title I Descriptions (continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>Parent notifications must be clearly distinguishable from other school improvement information; therefore, Fontana Unified School District conducts three separate notifications.</p> <p>Annual Performance Parent Notification Upon the release of state testing results, Annual Performance Parent Notifications are mailed home to each student attending an identified Program Improvement school. The performance notification explains what Program Improvement is, if the school made its AYP target, how the school did compared to others, why the school did not make its AYP, what the school is doing to improve student achievement and make AYP, what the District is doing to support the school, how to apply for School Choice and Supplemental Educational Services (SES) if applicable; and how parents can get involved in helping the school improve student performance including participation in the school’s development of an Alternative Governance Plan.</p> <p>Choice Parents are notified by Fontana Unified that their child is eligible for Public School Choice sufficiently in advance of, but no later than 14 calendar days before, the start of the school year for which Public School Choice is being offered. Fontana Unified conducts its two week School Choice enrollment period before the commencement of the current year, which will allow students to begin the new school year at the new school.</p>

	<p>In its notice to parents FUSD, identifies non-PI schools available for transferring and includes academic information; explains and describes the procedures and timelines parents must follow in selecting a school; explains that free transportation is provided; and explains how the District has set priorities in determining which eligible students receive transportation should the District not have sufficient funds to provide transportation to all eligible students requesting a transfer.</p> <p>School Choice notifications for eligible students attending eligible schools are distributed at the site level for Elementary sites and mailed directly to the student's home for Middle and High Schools. Notifications are in an easy and understandable format and are made available by various means such as, school offices, the District's Enrollment Center and Central District Office, multiple Fontana Community Centers, and posted to the District's webpage.</p> <p>SES</p> <p>Fontana Unified must annually provide notice to parents of each eligible student attending a Year 2-5 Program Improvement school regarding the availability of Supplemental Educational Services (SES). Specific information about the timing of services should be provided directly to the parents of eligible students so that there is sufficient time to allow them to select an SES provider. The enrollment period occurs in Fall of the current school year; upon the release of state testing results. The duration of both enrollment periods is three weeks. Should the District exceed the amount available funds reserved for SES, a second enrollment period is not necessary.</p> <p>In its notice to parents ,FUSD describes the procedures and timelines parents must follow to select a provider to serve their child, such as, where and when to return a completed application; when and how the District will notify parents about enrollment deadlines and notification</p>
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	<p>dates; and whom to contact for additional assistance. Additionally, this notice explains how the District has set priorities in determining which eligible students will receive SES should the District not have sufficient funds to provide free tutoring to all eligible students.</p> <p>Notifications are in the form of a yellow packet and are distributed to eligible students attending eligible schools at the site level. They are in an easy and understandable format and are made available by various means such as school offices, the District’s Enrollment Center, the Central District Office, various Community Centers, and posted to the District’s webpage.</p> <p>To involve parents in their child’s education and to give them the opportunity to communicate one-on-one with SES providers, FUSD hosts at a minimum four District sponsored Provider. By providing this outreach, parents can make informed decisions regarding the education of their child.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p style="text-align: center;">Choice</p> <p>Eligibility</p> <p>FUSD provides <i>all</i> students enrolled in Title I schools identified for school improvement, corrective action, or restructuring (Years 1-5) to transfer to another public school within FUSD that is not identified.</p> <p>Provision 2 and 3 of the National School Lunch Program (NSLP) allows FUSD who offers student lunches at no charge, regardless of the students’ economic status, to certify students as eligible for free or reduced price lunches. For the purpose of identifying students as eligible for School Choice, FUSD has deemed all students in Provision 2 and Provision 3 schools as “low-income.” However, FUSD must give priority to serving the lowest-achieving eligible students if the level of demand for School Choice exceeds the level that available funds can support. [Section 1116(b)(1)(E)(ii); 34 C.F.R. §200.44(e).].</p>

	<p>Selection</p> <p>In implementing the option to transfer, certain circumstances may require FUSD to give priority to the lowest-achieving students from low-income families. For example, if not all students can attend their first choice of schools, FUSD would give first priority in assigning spaces to the lowest-achieving low-income students. Similarly, if FUSD does not have sufficient funds to provide transportation to all students who wish to transfer; it would apply this priority in determining which students receive transportation. [Section 1116(b)(1)(E)(ii); 34 C.F.R. §200.44(e).]</p> <p style="text-align: center;">SES</p> <p>Eligibility</p> <p>All FUSD students from low-income families who attend a Title I school that is in its second year of school improvement, in corrective action, or in restructuring (Years 2-5) are eligible to receive Supplemental Educational Services (SES).</p> <p>Provision 2 and 3 of the NSLP allows Fontana Unified who offers student lunches at no charge, regardless of the students' economic status, to certify students as eligible for free or reduced price lunches. For the purpose of identifying students as eligible for SES, FUSD has deemed all students in Provision 2 and Provision 3 schools as "low-income." However, FUSD must give priority to serving the lowest-achieving eligible students if the level of demand for SES exceeds the level that available funds can support.</p> <p>Selection</p> <p>Students from low-income families who attend a Title I school in Years 2-5 in PI identification are eligible to for free tutoring. If sufficient funds are not available to serve all eligible children, FUSD must give priority to the lowest-achieving eligible students [Section 1116(b)(10)(C); 34 C.F.R. §200.45(d)], use fair and equitable procedures in determining</p>
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	<p>which students are the lowest-achieving, and should use professional judgment in applying those criteria [34 C.F.R. §200.46(a)(3)].</p> <p>FUSD elects to prioritize students based on State assessments, passage of the California High School Exit Exam (CAHSEE), and end of year semester grades in English Language Arts and Mathematics. FUSD may elect to prioritize students by establishing a cut-off score (on the State’s assessments under Section 1111 of the ESEA or another assessment), either on a school-by-school basis or for all schools across FUSD, and make SES available to students whose scores fall below the cut-off level. FUSD may decide to focus services on students who are the lowest-achieving in the subject or subjects that resulted in the school being identified for improvement. Or it might decide that the best use of limited SES funds is to focus on the lowest-performing students in particular grades.</p>
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Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>Highly Qualified Teachers and Paraprofessionals 99% of FUSD teachers are Highly Qualified and 99.5% of all Paraprofessional are Highly Qualified. The District provides incentives for staff to become National Board Certified and also compensates for participation in professional development opportunities.</p> <p>FUSD plans and coordinates district and county level professional development to focus on 100% Highly Qualified Teachers (HQT) at each site.</p>

	<p>To retain teachers who have not obtained full HQT status, these teachers are placed on an individual professional development plan leading to full HQT status.</p> <p>In instances when we are unable to employ suitable candidates that are both appropriately credentialed and HQ/NCLB compliant -- for example: in the area of Special Education at the high school level, applications are initially screened for appropriate credential requirements and HQ/NCLB compliance. The most qualified candidate is recommended for the position and upon hire, we immediately work with the new teacher on a plan to become compliant as soon as possible via exam, VPSS or coursework. After the teacher completes VPSS training or passes the appropriate exam, the District reimburses him/her for the fees involved in becoming compliant.</p> <p>The District also offers an Induction program to teachers and administrators as an option for clearing their credential.</p>
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	Refer to the FUSD AR 6020 Parental Involvement located at: http://www.gamutonline.net/district/fontana/DisplayPolicy/546766/

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ul style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. 	<p>Currently, FUSD services approximately 1900 students between the ages of 6 weeks to 5 years of age through the following programs: State Preschool Part day, First 5 Full Day, Head Start, and Early Head Start. These programs are located at the District Office Site, 28 Elementary Schools, and at Kaiser High School. Transition plans are developed throughout the sites and programs. The specific needs of English Language Learners and children with disabilities are addressed in all programs.</p>

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE II, PART A

31. The LEA, hereby, assures that:
 - The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).
 - The LEA will comply with section 9501 (regarding participation by private school children and teachers).
 - The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the

opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE III

32. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
33. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
34. The LEA is complying with Section 3302 prior to, and throughout, each school year.
35. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
36. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
37. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
38. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

Other

39. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

ASSURANCES SIGNATURE PAGE

Leslie Boozer

Print Name of Superintendent



Signature of Superintendent

6/25/15

Date

APPENDIX A

LCAP/ LEA Plan Stakeholder Engagement Meeting Dates

Comprehensive communication strategies were employed using multiple communicative modalities including auto-dialer calls, site/District websites, and newly-developed social media links (Facebook, Twitter) to reach out to parents to ensure they were fully aware of dates, times, and locations of LCAP/LEAP meetings. FUSD sought diverse, rich perspectives of Stakeholder input to ensure the involvement and representation of subgroups within the District. FUSD's internal structure regularly calls for the involvement of the public, including meetings of the Board, as well as Stakeholder meetings consisting of: School Site Council meetings, Parent Teacher Association meetings; service organizations such as Kiwanis, Exchange Club, and Rotary meetings; Special Education Advisory Council, Superintendent's Advisory Council, Site Administrators, District Office Departments, Faith-Based Leaders and all Collective Bargaining Units. This allowed stakeholders to identify opportunities for improvement in relation to the eight state priorities of the LCAP and the state's five performance goals for NCLB.

Parent Engagement Meetings (DAC/DELAC/SAC)

January 15, 2015 – SAC/DAC LCAP/LEAP presentation and prioritization activity

May 18, 2015 – DELAC reviewed the LCAP/LEAP Draft Goals/Actions and provided feedback

Community-wide Stakeholder Engagement Meetings

March 17 and 19, 2015 - Community wide Meeting LCAP/LEAP presentation

April 14, 2015 – LCAP/LEAP Presentation to Kiwanis

April 16, 2015 – LCAP/LEAP Presentation to Chamber of Commerce

April 20, 2015 – LCAP/LEAP Presentation to Rotary

April 27 and May 4, 2015 - Community wide Meeting LCAP/LEAP presentation

May 20, 2015 – Community Cabinet LCAP/LEAP Presentation

LCAP/LEAP Writing Advisory Committee

April 22, 2015 – LCAP/LEAP Writing Advisory Committee Meeting

May 8, 2015 – LCAP/LEAP Writing Advisory Committee Meeting

May 21, 2015 – LCAP/LEAP Writing Advisory Committee Meeting

LCAP/LEAP Goal Lead Committee

Weekly

Executive Cabinet Engagement Meetings

Weekly

District Administrators' Engagement Meetings

April 17, 2015 – Administrators' Meeting

Board Approved 06/24/2015

Site Administrators' Engagement Meetings

April 22, 2015 – Administrators' Meeting

Student Advisory Groups

April 3, 2015 – Kaiser High School

April 13, 2015 – AB Miller High School

April 30, 2015 – Locust Elementary

May 8, 2015 – Cypress Elementary

Bargaining Union Groups

April 11, May 18, June 15, 2015 – Fontana Teachers Association

April 11, May 21, 2015 – United Steel Workers

School Site Engagement Meetings (Parents, SSC, ELAC, Certificated, Classified)

April 23, 2015 – Grant

April 24, 2015 - South Tamarind

April 27, 2015 – Locust, Oleander

April 28, 2015 – Cypress, North Tamarind, Oak Park, West Randall, Almeria, Truman

April 29, 2015 – Chaparral, Grant, Hemlock, Juniper, North Tamarind, Oleander, Palmetto, Poplar, Primrose

April 30, 2015 - North Tamarind, Southridge

May 1, 2015 – Primrose, Shadow Hills

May 4, 2015 – Cypress, Oleander, South Tamarind, Birch

May 5, 2015 – Palmetto, South Tamarind, West Randall, Birch, AB Miller

May 6, 2015 – Citrus El., Cypress, Locust, Poplar, Alder, Truman

May 7, 2015 – Cypress, Poplar

May 8, 2015 – Date, Sierra Lakes

May 11, 2015 – Live Oak, Oleander, Sequoia, Birch

May 12, 2015 – Maple, Shadow Hills, Sierra Lakes, Kaiser

May 13, 2015 – Chaparral, Citrus El., Date, Hemlock, Juniper, Live Oak, Maple, Redwood, Shadow Hills, Sierra Lakes, AB Miller

May 14, 2015 – Maple, Almeria. Sequoia

May 15, 2015 – Locust, Maple, Redwood

Public Hearings

June 3, 2015 – Public Hearing for the LCAP/LEAP and 2015/2016 budget during board meeting

June 24, 2015 – Board meeting to adopt the LCFF budget and LCAP/LEAP

APPENDIX B

Comprehensive Needs Assessment

Part I

PI Year 3 LEA Plan Evidence of Progress (2013–14) End-of-Year Submission: September 30, 2014

The 2013-14 school year brought significant change, plans for restructuring and renewed focus on essential components for improving student achievement. A recall election resulted in the replacement of two Board members. Interim Superintendent and Cabinet positions were filled with permanent employees by November 2013. By June 2013, reorganization of district and site level administration began and the Student Services Division was reconstituted by splitting the Instructional and Student Services Division back into two, separate divisions; Teaching and Learning and Student Services. The development and approval of the Local Control Accountability Plan (LCAP) engaged stakeholders and community as decision makers and provided a framework for the implementation of new and existing reform strategies to increase student achievement.

Corrective Action 6 recommendations addressed in 2013-14:

Governance

In 2013-14 a plan was created to revisit and update the district's vision, mission, goals, and strategic plan. The process has begun and once completed and adopted, the LEA Plan will be revised accordingly.

Parent Involvement

A district level Coordinator of School, Family, Community Engagement position was created and will be filled in the 2014-15 school year.

Human Resources

Consideration of principal placements, especially those serving schools in the deepest PI years, resulted in considerable changes for the 2014-15 school year. Four additional sites will also receive an assistant principal.

In May, 2014, district and site administrators received introductory professional development in Instructional Leadership Teams (ILTs) for implementation in the 2014-15 school year. High quality implementation of CCSS will require both high quality

teaching and high quality leadership. The purpose of the ILTs is to help build the leadership capacity of our schools and empower teachers to have real influence over the direction of instructional leadership at their sites.

Four, Chief of Schools positions were created to support and evaluate site administrators as instructional leaders to increase student achievement.

Data Systems and Achievement Monitoring

In 2013-14, the district piloted NWEA Measures of Academic Progress (MAP), in grades (add info). The district reinstated benchmark assessments with the purchase and implementation of the NWEA MAP K-8th grade to establish a baseline for measuring growth in the 2014-15 school year.

1. Summarize the LEA Plan strategies and actions implemented during 2013–14, including a description of local evidence used to determine effective implementation.

Goals 1A and 1B: Proficiency in Reading/Language Arts and Math

Action 1.A.1.8: Prepare for Common Core State Standards

- A team of administrators and ELA and Mathematics teachers continued training on developing curriculum units for the Common Core through the Rigorous Curriculum Design Model. By June 2014, the team had created close to half of the new K-12 units of study and by the start of the 2014-15 school year, a full semester of quality units had been completed and edited for all grade levels.

Goal 1A: Proficiency in Reading/Language Arts

Strategy 1.A.4: Develop, Implement and Monitor Interventions

- ELA Intervention Teachers on Assignment (TOAs) served as coaches for the effective implementation of an intensive literacy intervention curriculum. Monthly READ 180/System 44 PLCs provided support with strategies for building motivation and engagement during independent reading. PLC meetings were attended by 70% of teachers. *Building a Bridge to the Common Core* training was also provided during the 2013-2014 school year to align interventions with CCSS. Additional evidence of fidelity to the intervention curriculum is evident in the Lexile growth of students who participated. Elementary grew 252 points, and secondary grew 131 points (with both middle school and high school meeting their accelerated growth goals). Lexile growth represents only students

who ended the year in the program and does not reflect the students who were exited from the program due to achieving proficiency status. Therefore, the final Lexile growth is lower than actual. Please refer to the 2013-14 Read 180 /System 44 Summary for disaggregated data. Based upon an analysis of data, the district will continue to centralize the Read 180/System 44 program support to include: purchasing the CCSS aligned Next Generation edition, administrator and teacher training on Next Generation, on-going coaching and modeling of lesson delivery, monthly data reporting, and expansion of the Read 180/System 44 PLC.

Goal 1B: Proficiency in Math

Strategy 1.B.4: Develop, Implement and Monitor Interventions

- Add+Vantage MR: A needs analysis of elementary programs revealed that teachers needed professional development in early numeracy development and not another intervention program. Please refer to the Add+Vantage MR document to review the professional development plan that was created in 2013-14 for delivery in 2014-15.

Goal 1B: Proficiency in Mathematics

Action 1.B.4.2.: Implement Tiered Intervention Models

I CAN Learn Math Intervention Program:

- In 2013-14 we utilized I Can Learn (ICL) for our middle school intervention program. We collaborated with the After School Program, and had every student in the After School Program participate in the program in addition to the intervention classes during the day. Students who were identified for the ICL intervention class were given an end of year grade level assessment at the beginning, middle, and end of the school year. The most growth was seen by 6th graders and 8th graders made the least growth. Refer to the 2013-14 Middle School Math Intervention Data document for disaggregated data.
- Truman Middle School experienced the most growth. We would attribute this growth to the implementation model they used. They had an IST who taught ICL 5 periods a day and ran 3 additional ICL classes with the After School Program.
- Fontana Middle School experienced the least growth. FMS was the only site that did not have a general education class running during the school day. FMS did a pilot with an RSP class and the program was run primarily during the Afterschool program.
- Ruble Middle School did not run the program during the school day, and also elected not to use the program with the After School Program.

Goal 2: English Learner Academic Achievement and Progress (to include: Goal 2A: AMAO 1 Annual progress Learning English; Goal 2B: AMAO 2 English Proficiency; Goal 2C: AYP for EL Subgroup; Goal 2D: High Quality Professional Development; Goal 2E: Parent and Community Participation; Goal 2F: Parental Notifications)

- The district identified an ELD instructional model detailing the implementation of identified ELD Essential Routines and Strategies for district wide adoption and implementation. The ELD Essential Routines of Productive Partnering, Response Frames, and Vocabulary Development were identified as the central focus for the 2013-2014 and 2014-2015 implementation. Effective implementation is being monitored during the ELD groupings/ courses grades K-12. Each site is working on an individualized EL professional development plan to train on the ELD Essential Routines. More than half the school sites have provided whole group training, grade level training, and or individualized coaching sessions to support the implementation of the routines.
- EL TOAS are assigned to specific sites in order to support the implementation and coaching of language instruction, Essential Language Routines, sheltered instruction, proper student placement and design of instructional settings, interpretation of EL assessment data, and EL parent engagement. Two addition EL TOAS were hired to support the elementary schools. The EL TOAs-elementary are assigned 7 school sites and the EL TOAs-secondary serve 7 school sites. This is an area of increased need based on ELCC, principal, and teacher feedback. As a result of the feedback, in 2014-2015 four additional EL TOA assignments are being filled.
- The district provided schools with an updated ELD instruction materials list identifying core and supplemental ELD materials to be used in specified ELD courses (pre-K-12). ELD courses at all sites were monitored to determine appropriate distribution of assigned materials.
- Training and implementation of the standardized EL Data Reports is on-going and have supported the monitoring of student language and academic progress. The on-line reports facilitate the placement of ELs in appropriate ELD/ALD courses as well as inform decisions on appropriate use of linguistic and/ or academic interventions.
- As a continuum to the 2012-2013 focus on ELD/ ALD walkthroughs, in 2013-2014 the EL TOAs continued to do conduct classroom visits to coach the implementation of the ELD Essential Routines and the identified ELD curriculum.
- EL Site Monitor trainings were provided to support the understanding of analyzing and reviewing EL data in order to better monitor student progress towards reclassification. Each school site EL Monitor also received 3-4 individual coaching sessions to assist in the interpretation of EL data to inform progress towards and monitoring of reclassification.

- Middle and high School sites implemented the ALD course designed to address the need for explicit and targeted instruction of academic English to support the Long-Term English Learner. The implementation of the ALD course was supported by providing the teachers on-going group trainings and individual coaching sessions. The identified ELD/ALD teachers continued their professional development through small group and individualized coaching sessions provided by the EL TOAs.
- In order to support the academic and linguistic achievement of ELs, an average of 50 bilingual paraprofessionals were provided trainings in the areas of primary language support as well as instructional strategies to shelter instruction. Three training sessions were provided during 2013-1-2014.
- In order to increase EL parent engagement and as a result increase student academic and linguistic achievement, districtwide PESA workshops were provided. The PESA workshops were provided at the district complex. The average parent attendance for each series was 25 parents.
- Supplemental ELD materials were piloted in the sixth grade classes at four elementary school sites. The materials support the transition to the ELD supplemental instructional materials used in the middle schools. As a result of the pilot, all ELD 3 courses at middle and high school will be using aligned ELD supplemental materials to enhance the teaching and learning of language during the designated ELD time.
- EL Student Workshops were provided at all middle and high school sites. the workshops focus on empowering the English Learners understanding of their participation in the EL program, setting linguistic and academic goals beyond reclassification, and planning for future college and career pathways.

Goal 5A: Increase Graduation Rates

Strategy 5A.1: Career Pathway Program

- The Career Pathway Program was adopted and implemented and aligned to the State Career Technical Education plan. This plan continues to be monitored and promoted to teachers, administrators, students, parents and the community through various meetings including the district Local Control Accountability Plan meetings with site administration and employees, CTE PLC meetings, Chamber of Commerce meetings, and Industry Advisory meetings.
- College and Career Readiness was promoted to grades 7-12 through a partnership with Chaffey College. The events included Robotics Middle School Expo day and College Field Trips which provided students with hands on experience to provide them with information about the various degree programs offered at the colleges. Chaffey also provided mini

grants for College and Career exposure for all 7 – 12 grade students. Additionally students attended local industry to learn more about careers such as Fender Manufacturing, Kaiser Permanente and Production studios.

- Students and the community were able to tour pathway programs through the Fontana Unified School District, Career Technical Education open house week.

- Fontana Unified School District in collaboration with the City of Fontana hosted a College Fair at the Lewis Library. More than 50 Colleges, Universities and Trade Schools were represented. More than 3000 students attended this districtwide event.

Goal 5B: Decrease Dropout Rates

Action 5B.1.3: Create Transition Program

- Freshman Achieving Successful Transition (F.A.S.T.) was implemented for all 9th grade students who are not enrolled in AVID. This program provides students with study and career exploratory assessment skills. This class is articulated with Chaffey Community College Computer Keyboarding Class where students receive both high school and community college credit.

- A CTE Teacher on Assignment provided coaching and support services to Career Teachers who are in the process of clearing their preliminary CTE Designated Subjects Credential. Direct coaching was provided on CTE Model Core Curriculum Standards, Common Core State Standard integration, syllabus design, and lesson plan development. Direct instructional support strategies were targeted for at risk youth who have one or more barriers.

2. An analysis of the LEA's progress towards student achievement goals in the LEA Plan based on local assessment data.

Local Assessments: NWEA MAP

- Class of 2013 data shows a significant increase of 4.10% as compared to 2012. The District established its baseline for NWEA MAP in grades K-8. Our Kindergarten students showed relative strengths in Vocabulary and Geometry and every elementary school has a group of Kindergarten students who exceed the national norms.

California High School Exit Exam (CAHSEE)

- The District's overall CAHSEE Pass Rate increased in 2013-14 for the 10th 11th and 12th grade cohorts. This continues an upward climb for all three cohorts that began in 2011. The pass rates represent a significant increase as compared to 2006.

Graduation Rate

- Class of 2013 data shows a significant increase of 4.10% as compared to 2012.

12th Grade College Course Completion Rate

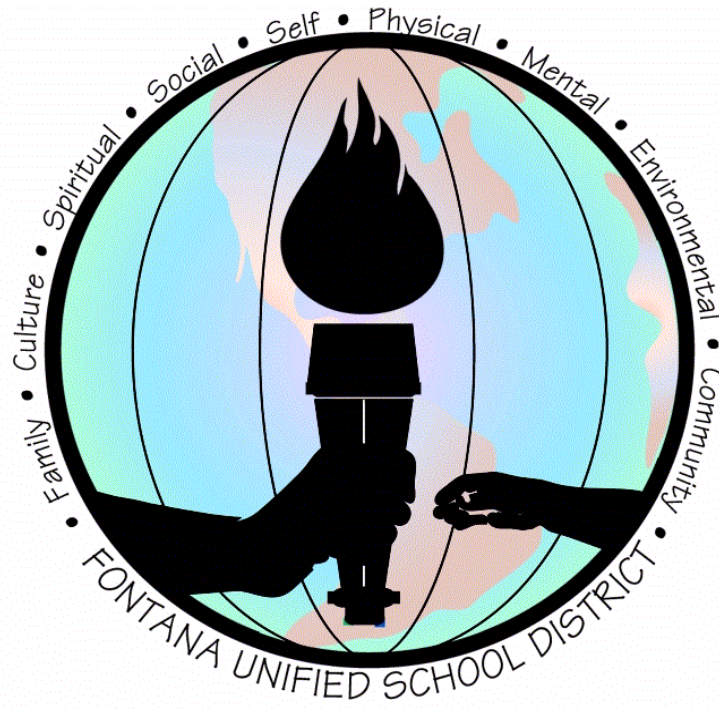
- Class of 2013 data shows a steady increase since 2010.

3. Provide evidence of annual communication with the local governing board regarding the implementation of LEA Plan strategies and actions, and the progress towards student performance goals in the Plan.

The 2013-14 LEAP End of Year Progress Report and 2014-15 LEAP/LCAP annual needs assessment will be shared with stakeholders via:

- Board Report
- Weekly administrator, teacher, and staff communications
- FUSD website posting

Part II



**STATE OF THE DISTRICT
BOARD OF EDUCATION DATA REPORT
FEBRUARY 23, 2015**

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Fontana Unified School District School Demographic Profiles

Site	Total Enrollment	Hispanic		Native American		Asian		Black/African American		Islander		White		Multiple		Missing	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Almond	592	520	87.84%	0	0.00%	11	1.86%	25	4.22%	0	0.00%	31	5.24%	5	0.84%	0	0.00%
Beech	877	835	95.21%	0	0.00%	3	0.34%	6	0.68%	0	0.00%	28	3.19%	5	0.57%	0	0.00%
Binks	616	518	84.09%	0	0.00%	18	2.92%	42	6.82%	0	0.00%	28	4.55%	10	1.62%	0	0.00%
Canyon Crest	554	461	83.21%	1	0.18%	23	4.15%	42	7.58%	2	0.36%	22	3.97%	3	0.54%	0	0.00%
Chaparral	407	366	89.93%	0	0.00%	3	0.74%	14	3.44%	3	0.74%	18	4.42%	3	0.74%	0	0.00%
Citrus	815	746	81.53%	0	0.00%	4	0.49%	32	3.93%	2	0.25%	22	2.70%	9	1.10%	0	0.00%
Cypress	854	772	90.40%	0	0.00%	8	0.94%	30	3.51%	5	0.59%	35	4.10%	3	0.35%	1	0.12%
Date	724	667	92.13%	0	0.00%	4	0.55%	27	3.73%	0	0.00%	18	2.49%	8	1.10%	0	0.00%
Grant	739	537	72.67%	0	0.00%	45	6.09%	66	8.93%	2	0.27%	60	8.12%	29	3.92%	0	0.00%
Hemlock	434	327	75.35%	2	0.46%	21	4.84%	35	8.06%	2	0.46%	35	8.06%	12	2.76%	0	0.00%
Juniper	607	534	87.97%	0	0.00%	4	0.66%	42	6.92%	0	0.00%	18	2.97%	8	1.32%	1	0.16%
Live Oak	641	608	94.85%	0	0.00%	1	0.16%	9	1.40%	0	0.00%	16	2.50%	7	1.09%	0	0.00%
Locust	497	438	88.13%	0	0.00%	7	1.41%	21	4.23%	1	0.20%	26	5.23%	4	0.80%	0	0.00%
Mango	628	553	88.06%	0	0.00%	9	1.43%	41	6.53%	1	0.16%	16	2.55%	8	1.27%	0	0.00%
Maple	656	554	84.45%	0	0.00%	5	0.76%	43	6.55%	5	0.76%	36	5.49%	13	1.98%	0	0.00%
N. Tamarind	533	492	92.31%	0	0.00%	2	0.38%	9	1.69%	3	0.56%	25	4.69%	2	0.38%	0	0.00%
Oak Park	529	443	83.74%	0	0.00%	12	2.27%	29	5.48%	2	0.38%	30	5.67%	13	2.46%	0	0.00%
Oleander	895	843	94.19%	0	0.00%	5	0.56%	26	2.91%	0	0.00%	17	1.90%	3	0.34%	1	0.11%
Palmetto	961	879	91.47%	1	0.10%	3	0.31%	26	2.71%	1	0.10%	44	4.58%	7	0.73%	0	0.00%
Poplar	720	670	93.06%	0	0.00%	5	0.69%	7	0.97%	2	0.28%	32	4.44%	4	0.56%	0	0.00%
Porter	769	695	90.38%	0	0.00%	1	0.13%	48	6.24%	0	0.00%	15	1.95%	10	1.30%	0	0.00%
Primrose	538	445	82.71%	1	0.19%	7	1.30%	44	8.18%	3	0.56%	34	6.32%	4	0.74%	0	0.00%
Randall Pepper	676	631	93.34%	0	0.00%	3	0.44%	18	2.66%	1	0.15%	17	2.51%	6	0.89%	0	0.00%
Redwood	582	550	94.50%	0	0.00%	3	0.52%	11	1.89%	0	0.00%	15	2.58%	3	0.52%	0	0.00%
Shadow Hills	551	476	86.39%	1	0.18%	17	3.09%	34	6.17%	0	0.00%	17	3.09%	6	1.09%	0	0.00%
Sierra Lakes	734	365	49.73%	1	0.14%	108	14.71%	124	16.89%	2	0.27%	90	12.26%	44	5.99%	0	0.00%
S. Tamarind	773	717	92.76%	0	0.00%	1	0.13%	23	2.98%	1	0.13%	30	3.88%	1	0.13%	0	0.00%
Tokay	580	515	88.79%	1	0.17%	5	0.86%	27	4.66%	2	0.34%	26	4.48%	3	0.52%	1	0.17%
West Randall	511	493	96.48%	0	0.00%	2	0.39%	6	1.17%	0	0.00%	8	1.57%	2	0.39%	0	0.00%
Alder	1167	1016	87.06%	5	0.43%	15	1.29%	68	5.83%	7	0.60%	53	4.54%	3	0.26%	0	0.00%
Almeria	833	669	80.31%	0	0.00%	22	2.64%	83	9.96%	6	0.72%	51	6.12%	2	0.24%	0	0.00%
Fontana Middle	1104	1015	91.94%	0	0.00%	8	0.72%	43	3.89%	2	0.18%	34	3.08%	2	0.18%	0	0.00%
Ruble	1168	881	75.43%	1	0.09%	60	5.14%	123	10.53%	0	0.00%	94	8.05%	9	0.77%	0	0.00%
Sequoia	1102	1019	92.47%	0	0.00%	15	1.36%	25	2.27%	3	0.27%	35	3.18%	5	0.45%	0	0.00%
Southridge	1064	906	85.15%	0	0.00%	29	2.73%	75	7.05%	2	0.19%	44	4.14%	8	0.75%	0	0.00%
Truman	1213	1113	91.76%	1	0.08%	14	1.15%	32	2.64%	3	0.25%	44	3.63%	6	0.49%	0	0.00%
A.B. Miller	2352	2034	86.48%	6	0.26%	36	1.53%	166	7.06%	11	0.70%	95	4.04%	4	0.17%	0	0.00%
Fontana High	2536	2362	93.14%	2	0.08%	10	0.39%	65	2.56%	7	0.28%	86	3.39%	4	0.16%	0	0.00%
Jurupa Hills	2082	1763	84.68%	5	0.24%	63	3.03%	122	5.86%	13	0.62%	102	4.90%	14	0.67%	0	0.00%
Kaiser	2391	2004	83.81%	5	0.21%	49	2.05%	189	7.90%	7	0.29%	117	4.84%	19	0.79%	1	0.04%
Summit	2606	1902	72.99%	9	0.35%	185	7.10%	296	11.36%	5	0.19%	177	6.79%	32	1.23%	0	0.00%
Birch	325	271	83.38%	1	0.31%	4	1.23%	28	8.62%	0	0.00%	18	5.54%	3	0.92%	0	0.00%
Citrus	495	435	87.88%	0	0.00%	3	0.61%	29	5.86%	3	0.61%	24	4.85%	1	0.20%	0	0.00%
Fontana USD	39431	34040	86.56%	43	0.08%	853	1.96%	2251	5.41%	109	0.27%	1783	4.48%	347	1.01%	5	0.01%

Fontana Unified School District School Program Profiles

Site	Total Enrollment	FRPM		EL		RFEP as of 12/18/14	Foster		Unduplicated FRPM/EL/Foster Youth		SPED		Homeless	
		#	%	#	%		#	%	#	%	#	%	#	%
Almond	592	552	93.2%	301	50.8%	22	3	0.5%	570	96.3%	77	13.0%	27	4.6%
Beech	877	631	71.9%	540	61.6%	44	2	0.2%	754	86.0%	88	10.0%	42	4.8%
Binks	616	534	86.7%	239	38.8%	8	4	0.6%	555	90.1%	62	10.1%	18	2.9%
Canyon Crest	554	474	85.6%	202	36.5%	22	2	0.4%	489	88.3%	57	10.3%	10	1.8%
Chaparral	407	293	72.0%	188	46.2%	15	1	0.2%	335	82.3%	46	11.3%	33	8.1%
Citrus	815	743	91.2%	400	49.1%	34	6	0.7%	765	93.9%	88	10.8%	30	3.7%
Cypress	854	772	90.4%	499	58.4%	36	0	0.0%	798	93.4%	73	8.5%	20	2.3%
Date	724	657	90.7%	423	58.4%	33	5	0.7%	691	95.4%	86	11.9%	21	2.9%
Grant	739	518	70.1%	212	28.7%	20	7	0.9%	560	75.8%	84	11.4%	13	1.8%
Hemlock	434	318	73.3%	115	26.5%	15	3	0.7%	342	78.8%	53	12.2%	22	5.1%
Juniper	607	549	90.4%	299	49.3%	18	3	0.5%	568	93.6%	71	11.7%	24	4.0%
Live Oak	641	471	73.5%	327	51.0%	30	5	0.8%	544	84.9%	69	10.8%	23	3.6%
Locust	497	450	90.5%	180	36.2%	20	6	1.2%	458	92.2%	66	13.3%	12	2.4%
Mango	628	524	83.4%	272	43.3%	16	5	0.8%	551	87.7%	83	13.2%	24	3.8%
Maple	656	461	70.3%	291	44.4%	15	7	1.1%	527	80.3%	66	10.1%	30	4.6%
N. Tamarind	533	500	93.8%	289	54.2%	27	2	0.4%	512	96.1%	78	14.6%	24	4.5%
Oak Park	529	413	78.1%	179	33.8%	23	4	0.8%	440	83.2%	58	11.0%	41	7.8%
Oleander	895	859	96.0%	569	63.6%	45	0	0.0%	875	97.8%	76	8.5%	24	2.7%
Palmetto	961	817	85.0%	491	51.1%	8	6	0.6%	870	90.5%	75	7.8%	33	3.4%
Poplar	720	656	91.1%	382	53.1%	40	0	0.0%	671	93.2%	88	12.2%	29	4.0%
Porter	769	554	72.0%	360	46.8%	33	0	0.0%	634	82.4%	47	6.1%	24	3.1%
Primrose	538	452	84.0%	220	40.9%	23	13	2.4%	478	88.8%	82	15.2%	24	4.5%
Randall Pepper	676	608	89.9%	400	59.2%	25	5	0.7%	632	93.5%	63	9.3%	14	2.1%
Redwood	582	534	91.8%	325	55.8%	30	6	1.0%	548	94.2%	62	10.7%	14	2.4%
Shadow Hills	551	462	83.8%	217	39.4%	12	7	1.3%	483	87.7%	51	9.3%	28	5.1%
Sierra Lakes	734	369	50.3%	114	15.5%	14	13	1.8%	409	55.7%	72	9.8%	23	3.1%
S. Tamarind	773	665	86.0%	409	52.9%	19	9	1.2%	710	91.8%	67	8.7%	32	4.1%
Tokay	580	510	87.9%	281	48.4%	14	5	0.9%	526	90.7%	56	9.7%	23	4.0%
West Randall	511	375	73.4%	290	56.8%	18	3	0.6%	442	86.5%	70	13.7%	11	2.2%
Alder	1167	1048	89.8%	280	24.0%	25	12	1.0%	1057	90.6%	173	14.8%	27	2.3%
Almeria	833	646	77.6%	170	20.4%	10	3	0.4%	662	79.5%	135	16.2%	18	2.2%
Fontana Middle	1104	1031	93.4%	314	28.4%	29	4	0.4%	1046	94.7%	156	14.1%	58	5.3%
Ruble	1168	886	75.9%	202	17.3%	23	8	0.7%	907	77.7%	176	15.1%	22	1.9%
Sequoia	1102	1009	91.6%	311	28.2%	34	7	0.6%	1019	92.5%	128	11.6%	9	0.8%
Southridge	1064	873	82.0%	230	21.6%	14	4	0.4%	892	83.8%	164	15.4%	17	1.6%
Truman	1213	1084	89.4%	363	29.9%	24	8	0.7%	1094	90.2%	193	15.9%	11	0.9%
A. B. Miller	2352	1979	84.1%	496	21.1%	21	19	0.8%	2020	85.9%	337	14.3%	39	1.7%
Fontana High	2536	2250	88.7%	707	27.9%	24	10	0.4%	2299	90.7%	325	12.8%	44	1.7%
Jurupa Hills	2082	1678	80.6%	375	18.0%	46	13	0.6%	1707	82.0%	262	12.6%	35	1.7%
Kaiser	2391	1884	78.8%	383	16.0%	40	15	0.6%	1899	79.4%	284	11.9%	85	3.6%
Summit	2606	1763	67.7%	273	10.5%	61	15	0.6%	1791	68.7%	278	10.7%	42	1.6%
Birch	325	245	75.4%	89	27.4%	7	8	2.5%	265	81.5%	14	4.3%	11	3.4%
Citrus	495	389	78.6%	184	37.2%	15	10	2.0%	420	84.8%	85	17.2%	15	3.0%
Fontana USD	39431	32486	82.6%	13391	39.0%	1052	268	0.8%	33815	86.8%	4724	11.7%	1126	3.3%

ENGLISH LEARNER DATA

LCAP Target Group

Attendance

Enrolled 2012	ADA 2012	Chron Abs 2012	Enrolled 2013	ADA 2013	Chron Abs 2013	Enrolled 2014	ADA 2014	Chron Abs 2014
15,893	96.97%	8.14%	16,836	97.09%	7.29%	14,379	97.11%	7.28%

Overall ADA was 96.61%, 96.62% and 96.74% in 2012, 2013, and 2014 respectively. Overall chronic absentee rates were 9.63%, 9.15%, and 8.77% in 2012, 2013, and 2014 respectively. In all three years, the ADA rates of English Learners were higher than the overall rates and their chronic absentee rates were lower.

Suspension/Expulsion 2013-14

Suspensions	
Number of Students Suspended	897
Suspension Rate	6.54%
Expulsions	
Number of Students Expelled	0
Expulsion Rate	0%

The district suspension rate was 7.26% and the district expulsion rate was 0.02%. The suspension rate of English Learners was lower while the expulsion rate was about the same.

CELDT

Level	2011-2012		2012-2013		2013-14	
	Count	%	Count	%	Count	%
Advanced	1256	8.0%	1116	7.0%	988	7.0%
Early Advanced	4771	31.0%	4479	29.0%	4323	30.0%
Intermediate	5432	35.0%	5375	35.0%	5197	36.0%
Early Intermediate	2425	16.0%	2533	17.0%	2198	15.0%
Beginning	1649	11.0%	1698	11.0%	1634	11.0%
Total Assessed	15534		15201		14340	
Proficient	5482	35.3%	5194	34.2%	4925	34.3%

There is a negative one percentage point difference in the percentages of English Learners scoring at the advanced level on the CELDT between 2011-12 and 2013-14. Similarly, there is a negative one percentage point difference in the percentages of English Learners attaining proficiency between 2011-12 and 2013-14.

CAHSEE Pass Rates For Both ELA and Math

Class	Grade 10	Grade 11	Grade 12
Class of 2012	29.5%	61.5%	81.4%
Class of 2013	31.7%	59.6%	75.9%
Class of 2014	36.7%	61.7%	81.2%
% point change 2013-2014 (positive)	5.0	2.0	5.3

Respectively, 69.7%, 83.4%, and 88.4% of the 10th, 11th, and 12th grade students in the Class of 2012 passed CAHSEE ELA and MATH. Respectively, 73.4%, 85.2% and 90.0% of the 10th, 11th, and 12th grade students in the Class of 2013 passed. Respectively, 76.2%, 86.7%, and 91.1% of the 10th, 11th and 12th grade students in the Class of 2014 passed. In all grades in all classes, English Learners passed CAHSEE ELA and Math at lower rates.

FOSTER YOUTH DATA

LCAP Target Group

Attendance

Enrolled 2012	ADA 2012	Chron Abs 2012	Enrolled 2013	ADA 2013	Chron Abs 2013	Enrolled 2014	ADA 2014	Chron Abs 2014
455	95.81%	17.14%	512	96.40%	11.91%	566	96.11%	7.28%

Overall ADA was 96.61%, 96.62% and 96.74% in 2012, 2013, and 2014 respectively. Overall chronic absentee rates were 9.63%, 9.15%, and 8.77% in 2012, 2013, and 2014 respectively. In all three years, the ADA rates of Foster Youth were lower than the overall rates while their chronic absentee rates were higher.

Suspension/Expulsion 2013-2014

Suspensions	
Number of Students Suspended	82
Suspension Rate	15.13%
Expulsions	
Number of Students Expelled	0
Expulsion Rate	0%

The district suspension rate was 7.26% and the district expulsion rate was 0.02%. The suspension rate of Foster Youth was higher while the expulsion rate of Foster Youth was about the same.

CELDT

Level	2011-2012		2012-2013		2013-14	
	Count	%	Count	%	Count	%
Advanced	7	8.9	8	10	5	5.5
Early Advanced	15	19	19	23.8	21	23.1
Intermediate	29	36.7	29	36.3	33	36.3
Early Intermediate	16	20.3	13	16.3	20	22
Beginning	12	15.2	11	13.8	12	13.2
Total Assessed	79		80		91	
Proficient	21	26.6	26	32.5	24	26.4

Among all English Learners, 35.3%, 34.2%, and 34.3% were assessed as proficient in 2011-12, 2012-2013, and 2013-14 respectively. Among Foster Youth who were English Learners, lower rates attained proficiency in all three years.

**CAHSEE Pass Rates
For Both ELA and Math**

Class	Grade 10	Grade 11	Grade 12
Class of 2012	87.5%	87.5%	87.5%
Class of 2013	57.1%	71.4%	71.4%
Class of 2014	88.9%	88.9%	88.9%
% point change 2013-2014	31.7	17.5	17.5

Respectively, 69.7%, 83.4%, and 88.4% of the 10th, 11th, and 12th grade students in the Class of 2012 passed CAHSEE. Respectively, 73.4%, 85.2% and 90.0% of the 10th, 11th, and 12th grade students in the Class of 2013 passed. Respectively, 76.2%, 86.7%, and 91.1% of the 10th, 11th and 12th grade students in the Class of 2014 passed. Lower percentages of Foster Youth generally passed CAHSEE. The exceptions were Grades 10 and 11 in the Class of 2012 and Grades 10 and 11 in the Class of 2014.

LOW INCOME STUDENT DATA

LCAP Target Group

Attendance

Enrolled 2012	ADA 2012	Chron Abs 2012	Enrolled 2013	ADA 2013	Chron Abs 2013	Enrolled 2014	ADA 2014	Chron Abs 2014
40,015	96.69%	9.23%	36,940	96.69%	9.23%	35,906	96.86%	7.59%

Overall ADA was 96.61%, 96.62% and 96.74% in 2012, 2013, and 2014 respectively. Overall chronic absentee rates were 9.63%, 9.15%, and 8.77% in 2012, 2013, and 2014 respectively. In all three years, the ADA rates of Low Income Students were higher than the overall rates and their chronic absentee rates were lower.

Suspension/Expulsion 2013-14

Suspensions	
Number of Students Suspended	2,638
Suspension Rate	7.63%
Expulsions	
Number of Students Expelled	6
Expulsion Rate	0.02%

The district suspension rate was 7.26% and the district expulsion rate was 0.02%. The suspension rate of Low Income students was slightly higher while their expulsion rate was the same.

CELDT

Level	2011-2012		2012-2013		2013-14	
	Count	%	Count	%	Count	%
Advanced	1098	7.6%	987	7.0%	821	6.5%
Early Advanced	4345	29.9%	4109	28.9%	3844	30.3%
Intermediate	5173	35.6%	5111	36.0%	4706	37.1%
Early Intermediate	2355	16.2%	2435	17.2%	1974	15.6%
Beginning	1562	10.7%	1556	11.0%	1336	10.5%
Total Assessed	14533		14198		12681	
Proficient	5104	35.1%	4719	33.2%	4449	35.1%

Among all English Learners, 35.3%, 34.2%, and 34.3% were assessed as proficient in 2011-12, 2012-2013, and 2013-14 respectively. The proficiency rates among Low Income English Learners were slightly lower in the first two years and slightly higher in the third year.

CAHSEE Pass Rates For Both ELA and Math

Class	Grade 10	Grade 11	Grade 12
Class of 2012	72.4%	88.0%	94.4%
Class of 2013	76.7%	90.1%	96.3%
Class of 2014	78.6%	90.0%	95.9%
% point change 2013-2014	1.9	-0.1	-0.4

Respectively, 69.7%, 83.4%, and 88.4% of the 10th, 11th, and 12th grade students in the Class of 2012 passed CAHSEE. Respectively, 73.4%, 85.2% and 90.0% of the 10th, 11th, and 12th grade students in the Class of 2013 passed. Respectively, 76.2%, 86.7%, and 91.1% of the 10th, 11th and 12th grade students in the Class of 2014 passed. In all grades and classes, Low Income Students had higher pass rates.

NWEA MAP Fall-to-Winter Growth

FUSD administered NWEA MAP in the fall and winter of the 2014 -2015 school year. In the spring, MAP will be administered for the third time. Between fall and winter, the students' average score in every grade level, in every content area increased. The increases among elementary school students were greater than among middle school students.

Grade	Reading				Language Usage				Math			
	Fall Mean	Winter Mean	Growth	National Norm	Fall Mean	Winter Mean	Growth	National Norm	Fall Mean	Winter Mean	Growth	National Norm
K	138.3	144.9	6.6	151					134.3	141.8	7.5	150.7
1	151.2	160.6	9.4	170.7					150.3	161.6	11.3	172.4
2	164.4	171.8	7.4	183.6	168.1	175.2	7.1	185.3	166.9	174.6	7.7	185.5
3	178.5	184.7	6.2	194.6	182.6	188.0	5.4	196.5	182.1	188.0	5.9	198.5
4	189.5	194.2	4.7	203.2	192.4	197.3	4.9	204.4	193.5	198.5	5	208.7
5	198.2	202.3	4.1	209.8	201.0	204.1	3.1	211	202.8	207.4	4.6	217.8
6	202.7	204.1	1.4	214.3	204.9	206.6	1.7	214.4	208.9	211.5	2.6	222.8
7	205.1	207.8	2.7	218.2	207.7	209.5	1.8	217.3	212.1	215.4	3.3	228.2
8	209.35	213.3	3.95	221.2	210.7	214.2	3.5	220.2	216.8	221.1	4.3	232.8

MAP to ACT

This table shows the correlation between MAP scores and ACT scores. Equally important, it describes the ACT scores that different categories of colleges seek in reviewing applications for admission. The ACT score predicts, with 50% likelihood, a grade of B in a freshman level college course.

Example 1: The table indicates that a third grade MAP reading score of 179 is statistically correlated with an ACT score of 16. An ACT score of 16 is the score that open enrollment colleges seek. A community college is an example of an open enrollment college.

Example 2: The table indicates that a third grade MAP reading score of 221 is statistically correlated with an ACT score of 32. An ACT score of 32 is the score that elite colleges generally seek. Private liberal arts universities such as Stanford and Harvard are examples of elite colleges.

Winter MAP data indicate that, on average, FUSD students in grades 3 through 8 attained MAP scores in reading and math that are equivalent to ACT scores of 16 in reading and math. The students are on the pathway towards college and career readiness. That said, the district goal is to support students with targeted instruction and intervention, as well as academic and social supports, so that they make accelerated progress towards MAP scores equivalent to higher ACT scores that would qualify them for admission to four-year colleges of their choice.

Example 1

	Reading				Mathematics			
	Open Colleges	State Colleges	Top Public Colleges	Elite Colleges	Open Colleges	State Colleges	Top Public Colleges	Elite Colleges
ACT Score	16	24	29	32	16	24	29	32
G3 MAP Score	179	205	216	221	170	207	217	222
G4 MAP Score	190	214	225	231	189	217	228	234
G5 MAP Score	196	220	231	236	197	228	241	247

G6 MAP score	203	226	236	241	205	239	252	258
G7 MAP Score	207	209	239	244	211	242	254	261
G8 MAP Score	212	232	241	246	216	247	259	266

ACT ASPIRE

For the first time, FUSD administered ACT Aspire to all 9th graders and 10th graders in October 2014. The students' scale scores demonstrated they are "close" to college readiness in English. Their scaled scores in Reading, Math, and Science showed they are in "need of improvement". This report displays the students' predicted ACT scores and the percentages who are college ready. A low percentage of students are college ready in English and Reading and a very low percentage are college ready in Math and Science.

Predicted ACT Scores of FUSD 9th and 10th Grade Students

	English	Reading	Science	Math
FUSD Grade 9	14.5	17.6	17.9	15.6
FUSD Grade 10	16.1	18.2	18.5	16.1

ACT Scores that Predict Success in College

	Reading				Mathematics			
	Open Colleges	State Colleges	Top Public Colleges	Elite Colleges	Open Colleges	State Colleges	Top Public Colleges	Elite Colleges
ACT Score	16	24	29	32	16	24	29	32

Notes: 1) Success is defined as a 50% likelihood of earning a B in a freshman-level course.
 2) The national average ACT score is between 20 and 21.

Predicted ACT Scores of FUSD 9th Grade Students by School

	English	Reading	Science	Math
AB Miller	13.0	15.4	16.3	13.5
FOHI	14.0	17.3	17.8	15.6
Kaiser	14.6	18.0	18.2	16.2
JHHS	14.5	18.1	18.3	16.2
Summit	16.3	19.3	18.6	16.6

Predicted ACT Scores of FUSD 10th Grade Students by School

	English	Reading	Science	Math
AB Miller	15.4	17.0	17.9	15.1
FOHI	14.8	17.3	18.1	15.6
Kaiser	16.1	18.5	18.2	16.2
JHHS	16.2	18.4	18.7	16.2
Summit	17.4	19.4	19.4	17.1

Percentages of FUSD Grades 9 and 10 Students Who Are College Ready

		English	Reading	Science	Math
Grade 9	Nation	60%	38%	30%	35%
	FUSD	24%	17%	8%	7%
Grade 10	Nation	63%	34%	31%	32%
	FUSD	33%	17%	9%	5%

Percentages of Grade 9 Students Who Are College Ready by School

	English	Reading	Science	Math
AB Miller	17%	7%	2%	1%
FOHI	20%	12%	6%	6%
Kaiser	25%	19%	10%	10%
JHHS	22%	18%	9%	7%
Summit	36%	30%	12%	12%

Percentages of Grade 10 Students Who Are College Ready by School

	English	Reading	Science	Math
AB Miller	27%	9%	6%	2%
FOHI	27%	12%	5%	4%
Kaiser	30%	18%	6%	5%
JHHS	35%	17%	11%	6%
Summit	45%	25%	15%	10%

PSAT

For the first time, FUSD administered the PSAT to all 10th grade students in October 2014. Compared to 10th graders in the nation, a low percentage of FUSD 10th graders were on track to college/career readiness.

Percentage of 10th Grade Students On Track to College/Career Readiness

Nation	37.2%
FUSD	12.0%
AB Miller	8.4%
FOHI	7.6%
JHHS	12.4%
Kaiser	10.4%
Summit	19.5%

Mean PSAT Scores of 10th Grade Students

	Critical Reading	Writing	Math
Nation	41.6	39.5	42.8
FUSD	35.6	34.2	36.3
AB Miller	35.1	33.9	35.6
FOHI	33.9	32.5	34.6
JHHS	35.9	34.3	36.4
Kaiser	35.5	34.3	35.8
Summit	37.2	35.6	38.4

**Suspension/Expulsion/Attendance
Comparison Data**

Suspension/Expulsion/Attendance Rate Comparison FUSD 2011/12-2014										
Elementary Schools	Suspensions 2011-12	Suspensions 2012-13	Suspensions 2013-14	Expulsions 2011-12	Expulsions 2012-13	Expulsions 2013-14	Attendance Rate 2011-12	Attendance Rate 2012-13	Attendance Rate 2013-14	Attendance Rate 2014-15 First Semester
Almond Elementary	8	3	4	0	0	0	97.21	97.05	97.39	97.61%
Beech Avenue Elementary	21	7	9	0	0	0	98.47	98.34	98.3	98.47%
Canyon Crest Elementary	18	2	15	0	0	0	97.02	97.09	97.31	97.73%
Chaparral Elementary	17	7	7	0	0	0	98.05	97.83	97.7	97.24%
Citrus Elementary	24	7	9	0	0	0	97.06	96.93	96.94	97.24%
Cypress Elementary	36	15	12	0	0	0	97.25	97.27	97.1	97.37%
Date Elementary	11	69	23	0	0	0	96.85	96.24	96.45	96.75%
Dorothy Grant Elementary	6	2	3	0	0	0	97.18	96.9	97.14	97.38%
Hemlock Elementary	2	4	3	0	0	0	96.64	96.8	97.23	97.45%
Juniper Elementary	11	10	5	1	0	0	97.39	97.07	97.25	97.29%
Kathy Binks Elementary	7	5	6	0	0	0	97.21	97.13	96.96	97.27%
Live Oak Elementary	15	7	11	0	0	0	97.41	97.42	97.26	97.22%
Locust Elementary	6	7	3	0	0	0	97.37	97.71	97.59	97.91%
Mango Elementary	16	7	14	0	0	0	97.17	96.94	96.57	97.02%
Maple Elementary	19	10	12	0	0	0	96.82	96.99	96.75	96.72%
North Tamarind Elementary	8	1	9	0	0	0	97.1	97.16	97.71	97.92%
Oak Park Elementary	11	4	7	0	0	0	97.39	97.25	97.43	97.50%
Oleander Elementary	9	3	2	0	0	0	97.86	97.8	97.92	98.00%
Palmetto Elementary	12	5	20	0	0	0	96.99	96.95	97.21	97.40%
Poplar Elementary	20	35	36	0	0	0	97.66	97.76	97.03	97.50%
Randall Pepper Elementary	17	19	5	0	0	0	97.07	96.93	97.41	97.63%
Redwood Elementary	18	14	13	0	0	0	98.18	97.63	97.86	97.91%
Shadow Hills Elementary	5	11	7	0	0	0	97.65	97.03	96.91	96.75%
Sierra Lakes Elementary	12	7	5	0	0	0	98.08	98	97.97	98.16%
South Tamarind Elementary	18	15	10	0	0	0	97.54	97.46	97.62	97.64%
Ted Porter Elementary	4	11	4	0	0	0	97.03	97.17	97.11	97.30%
Tokay Elementary	40	15	15	0	0	0	96.71	96.58	96.97	96.84%
Virginia Primrose Elementary	25	8	2	0	0	0	95.69	95.82	96.1	96.30%
West Randall Elementary	6	5	2	0	0	0	97.2	97.52	97.68	97.73%
Total Elementary Schools	422	315	273	1	0	0	97.28	97.20	97.27	97.42%
Middle Schools										
Alder Middle	128	122	108	1	1	0	96.49	96.7	96.57	97.52%
Almeria Middle	83	74	77	1	0	1	96.2	96.38	96.75	97.04%
Fontana Middle	94	95	93	4	2	3	96.44	96.79	96.86	96.79%
Harry S. Truman Middle	158	125	126	1	0	0	96.84	96.72	96.87	97.12%
Sequoia Middle	162	96	94	1	0	0	96.95	96.92	97.24	96.98%
Southridge Middle	114	117	65	0	2	0	97.07	97.07	97.16	97.43%
Wayne Ruble Middle	224	148	139	1	2	2	96.4	96.37	96.79	97.11%
Total Middle Schools	963	777	702	9	7	6	96.63	96.71	96.89	97.14%
High Schools										
Birch High (Continuation)	82	57	40	1	1	0	94.5	92.85	93.18	95.34%
Citrus High (Continuation)	105	137	134	0	1	0	96.5	95.19	93.69	92.93%
Fontana A. B. Miller High	847	843	892	8	7	0	94.98	95.63	95.82	95.93%
Fontana High	727	416	371	10	11	0	96.25	96.47	96.35	96.06%
Henry J. Kaiser High	360	226	165	7	5	1	95.77	96.34	96.23	96.44%
Jurupa Hills High	268	310	262	4	8	1	96.75	96.3	96.69	96.45%

Police Services

Patrol Statistics as of 2/19/2015

Statistic	Count
Total Incidents	11,563
Calls for Service	3,398
Officer Initiated Incidents	8,165
Traffic Stops	831
Other OIA Incidents	7,334
Bus/Building Checks	3,301
Veh/Ped Check	218
Total Officer Reports	664
Accident	22
Criminal Accident	5
Infraction	6
Miscellaneous Incident	218
Misdemeanor	248
Voided Case	0
Unclassified Reports	14
Total Misdemeanor & Felony Arrests	355

Misdemeanor Arrests	211
Felony Arrests	144

Total Citations	1,332
Bicycle	16
Education Code	8
Moving Vehicle	536
Other Criminal	329
Parking	128
Pedestrian	16
Skateboard	5
Truancy Citation	138
Voided Cite	21
Welfare & Institution 660.5	115
Unclassified	20
FIs	1

Part III

**LEA Plan Evaluation of Implementation and Effectiveness
Leadership Working Groups
2014 - 2015**

LEA Plan Goal 1: Increase Proficiency in Reading/Language Arts & Mathematics				
Goals, Strategies and Actions	What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?	What progress has been achieved toward the goal(s) 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 LEAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
Strategy 1.1:	Adopt, Implement & Monitor Core Curriculum			
1.1 Actions Steps				
1.1.1 Adopt & Provide SBE Approved Core Curriculum	Board plan and approval process; single plans for Student Achievement; annual Williams monitoring; summaries as evidence; Williams counting summary; master schedule and looking at the ratio; site inventory; Board approved minutes; attendance rosters.	Goal has been met	Highly effective <ul style="list-style-type: none"> • All students were provided with books in and out of the classroom. • No findings report for inadequate resources from Williams 	ELA Elementary - 2015/2016, ELA Middle 2015/2016, ELA High School 2017/2018, Math Elementary Jan-May 2015, Math Middle and High completed 2014/2015

1.1.2 Ancillary Strategic Intervention Materials	Site inventory; Purchase orders; Intervention schedules reflected on master schedules; Lesson plans; Computer labs	Purchase of materials completed; trainings in progress	The actions demonstrate progress. Partially met goal	Pilot interventions; providing additional intervention; TOAs hired to implement CCSS; trainings for TOAs; implementation of ADD+ Vantage Math and Math 180
1.1.3 Adopt & Implement Instructional Models	EIPD (2 years) three sessions including full pull out days; continual cycles of coaching at each site to follow through; training sign-in sheets and attendance sheets; walk-throughs including lesson plans tools	Met	Effective	Hired TOAs to do cycles of coaching; TOAs support instruction and PLCs at each site.
1.1.4 Incorporate Instructional Technology	Sign in sheets; classroom observations; site technology leads	In Progress	Inequity among school infrastructure	A strategic plan needs to be created and implemented in the near future
1.1.5 Schedule Instructional Time for Core R/ELA & Math	Lesson plans; master schedule; state approved minimum core minutes; bell schedule. Including EL's, SWD's, and advanced learners	Met	Effective	ACSA-training (master schedule training)
1.1.6 Implement Additional ELD Instruction	Block ELD for elementary; look at levels of ELD students to create classes; site master schedule; high school's ALD/ELD; modeled day schedules at elementary.	ES - Completed. Secondary In Progress	Somewhat Effective	ACSA-training (master schedule training for secondary)

1.1.7 Implement Pacing Guides	Pacing guides provided all year; ELA & MATH have pacing guides aligned to districts units of study	Completed	Effective	Increase levels of collaboration. PLCs working closely together. K-12 (vertical) aligned pacing guides.
1.1.8 Prepare for Common Core Standards	District adoption cycle in progress; CCSS Modules for implementation after school; sign-in Sheets and eJourney rosters; CCSS Site Modules (1-6) provided by administrators; elementary had 3 pullout days in preparation; secondary had a pullout day in using the units of study; feedback form.	Adoption process is in progress for Elementary and secondary ELA. Completed for secondary Mathematics	Effective	Working group created units of study and pacing guide. Offered modules. Rigorous Curriculum Design & Backwards Planning book. ILT focus areas
1.1.9 Place Students in Appropriate Classes	Data from CAHSEE, CELDT, Teacher recommendation, grades, IEP's, 505 Plan, Benchmarks, Northwest Evaluation Association (NWEA), and Measures of Academic Progress (MAP) scores.	In Progress	Somewhat Effective	MS placement math advanced assessment and HS placement IM2. General population needs to be developed. ILT focus areas
1.1.10 Provide Accommodations for SWD	Grades; Assessment data; Benchmarks; State assessments; CAHSEE scores; Graduation rates.	In Progress	Ineffective	See SELPA. Module 2 on differentiation instruction for all needs of students. ILT focus areas
1.1.11 Provide Trainings in R/ELA Core Curriculum	Sign in sheets and eJourney rosters from adoption trainings	Completed	Effective	Future Adoptions SB472 training. ILT focus areas.

1.1.12 Implement R/ELA Core Curriculum as Designed	Regular classroom walk-throughs; teacher evaluations; lesson Plans	Met	Effective	Continue walk-throughs, especially with instructional rounds. ILT focus areas
1.1.13 Monitor Utilization - R/ELA & Math Core Curriculum	Regular classroom walk-throughs; teacher evaluations; lesson Plans	Met	Effective	Continue walk-throughs, especially with instructional rounds. ILT focus areas
1.1.14 Monitor Daily Use of R/ELA& Math Pacing Guides	PLCs, ILTs, alignment of lessons, schools focus	Completed	Effective	Continue walk-throughs, especially with instructional rounds. ILT focus areas
1.1.15 Utilize Core R/ELA & Math TOAs	Hired 2 secondary math, 2 secondary ELA, and 10 elementary CCSS TOAs; TOA's instructional cycle coaching rollout schedule	In Progress	TBT	Initial plan has been adjusted to hire additional TOAs. Disperse TOAs on a regular basis
Strategy 1.2:	Develop Student Learning Monitoring Systems			
1.2 Actions Steps				

<p>1.2.1 Create, Implement, and Monitor Formative Assessment System</p>	<p>Purchased NWEA MAPs interim computer adaptive assessment system aligned to Common Core State Standards for 2nd-8th grades in Reading, Language Usage, and Mathematics; also purchased MAP for Primary Grades (MPG) to be used with PreK-1st grade; provided an assessment calendar of all district and State assessments for elementary and secondary and scheduled in time for these assessments on district pacing guides</p>	<p>Fully Implemented</p>	<p>All elementary and middle schools are using MAP and MPG three times a year; 90% of students have completed the assessments</p>	<p>A formative assessment system needs to be established for high schools</p>
<p>1.2.2 Adopt, Implement, and Monitor Diagnostic Tool</p>	<p>MAP data used a universal screening tool to identify varying student learning levels; DIBELS has been used as a universal screening tool and to progress monitor in K-6 grades</p>	<p>In Progress</p>	<p>All elementary and middle schools are using MAP and MPG three times a year</p>	<p>A diagnostic tool needs to be established for secondary</p>
<p>1.2.3 Create, Implement, and Monitor Standards-Based Summative Assessments</p>	<p>MAP and MPG assessments are administered during the fall, winter, and spring</p>	<p>Fully Implemented</p>	<p>90% assessment completion rate</p>	<p>Common Core Standards-Based assessments need to be created for high school</p>

1.2.4 Refine Current Standardized Grading System, Implement, and Monitor	Elementary report card has been revised to reflect Common Core State Standards, on OARS; elementary grading rubrics have been revised; secondary report cards are completed on Q/Zangle; secondary grading policy is reviewed annually	Fully Implemented	All elementary schools are using the new district-approved standards-based report cards and grading rubrics; secondary schools are using the secondary grading policy	Greater fidelity needs to be established in following the rubrics and in grading; exploring the feasibility of placing elementary and secondary report cards on the same platform
1.2.5 Develop, Implement, and Monitor Student Records/Data Systems	Student data systems have been purchased such as OARS and Q/Zangle for data collection, retrieval, and disaggregation; regular system updates are conducted to ensure accuracy and integrity of data	Fully Implemented	All teachers have access to OARS and Q/Zangle; parents and students have tiered access to Q/Zangle	A data management/dashboard that integrates data from multiple platforms into one platform is being considered to provide easier access as data accessibility for students and parents is limited
Strategy 1.3:	Adopt, Implement & Monitor PLC Practices			
1.3 Actions Steps				
1.3.1 Establish District Guiding Coalition	Contract with Solution Tree; sign-in sheets; calendared meetings; walk-throughs; site list of coalition teams; provide professional libraries (Learning by Doing)	Site meetings; walk-throughs; teacher feedback; admin training	Completely effective	Shifting to the ILT Model; Changing in Service Provider for ILT training; restructuring of groups and refining focus

1.3.2 Implement PLC Practices	Agendas; minutes; PLC schedules and calendared meetings; establish and review PLC norms; walk-through information; lesson plans; data reviews	PLCs have become part of the school culture; ongoing teacher directed; improved communication with administrator; sharing of best instructional practices; administrator site visits/collaboration directed	Completely effective	Shifting to the ILT model as to where the focus is solely driven by instruction; Continued PD for ILT implementation and next steps; Administrator site visits/collaboration
1.3.3 Monitor PLC Practices	Agendas; minutes; PLC schedules and calendared meetings; establish and review PLC norms; walk-through information; lesson plans; data reviews	PLCs have become part of the school culture; ongoing; teacher directed; improved communication with administration; continued sharing of best instructional practices; admin site visits/collaboration	Completely effective	Shifting to the ILT model as to where the focus is solely driven by instruction; continued PD for ILT implementation and next steps; administrator site visits/collaboration
Strategy 1.4	Develop, Implement & Monitor Interventions			
1.4 Actions Steps				
1.4.1 Develop, Implement & Monitor Interventions	Tiered Intervention Models such as Lexia, Read 180 and I CAN Learn Math have been implemented DGC work product	Draft PRTI developed but not distributed to sites. SIP tool in use at all sites.	Draft PRTI ineffective due to lack of distribution to sites and lack of follow through as	PRTI needs to be revisited, established and distributed to all sites. For the 2014-15 school

	<p>Draft PRTI SIP tool pages 2 and 3 (progress monitoring and end of program evaluation) Read 180/SYS44 data Math 180 data/FASTT math data I CAN learn data</p>	<p>As of 1/23/15 Read 180 adopted and in use at 40/43 sites to varying stages of implementation.</p> <p>Math180/FASTT math is being implemented at 3 of 7 middle schools I CAN learn: was implemented at 5 of 7 middle schools.</p>	<p>DGC was disbanded.</p> <p>Use of SIP tool along with TOA coaching has improved the effectiveness of after-school tutoring based on SIP tool pages 2 and 3: varies by site.</p> <p>Read180: According to mid-year data, 26% of elementary-age students have already met their annual growth goal.</p> <p>According to mid-year data, 34% of secondary-age students have already met their annual growth goal.</p> <p>SYS444: According to the mid-year data, 75% of elementary-age students have improved their ability to recognize and decode words, 50%</p>	<p>year SYS44 and Read180 curriculum was updated to align with CCSS and implemented district wide.</p> <p>Continue to focus on fidelity of implementation. For 2014-15 I can learn was replaced by Math180, FASTT Math which are CCSS aligned.</p>
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			<p>had fluency growth of 1 year or more, 10% achieved advancing decoder status.</p> <p>According to the mid-year data, 74% of secondary-age students have improved their ability to recognize and decode words, 56% had fluency growth of 1 year or more, 25% achieved advancing decoder status.</p> <p>Read 180 data reveals that when implemented with fidelity, student growth ranged from: meets and exceeds expected growth targets.</p> <p>Math180/FASTT math refer to data</p> <p>I CAN Learn: refer to 13-14 data.</p>	
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<p>1.4.2 Implement Tiered Intervention Models</p>	<p>Tiered Intervention Models such as Lexia, Read 180 and I CAN Learn Math have been implemented DGC work product Draft PRTI SIP tool pages 2 and 3 (progress monitoring and end of program evaluation) Read 180/SYS44 data Math 180 data/FASTT math data I CAN learn data</p>	<p>Draft PRTI developed but not distributed to sites. SIP tool in use at all sites. As of 1/23/15 Read 180 adopted and in use at 40/43 sites to varying stages of implementation. Math180/FASTT math is being implemented at 3 of 7 middle schools I CAN learn: was implemented at 5 of 7 middle schools.</p>	<p>Draft PRTI ineffective due to lack of distribution to sites and lack of follow through as DGC was disbanded. Use of SIP tool along with TOA coaching has improved the effectiveness of afterschool tutoring based on SIP tool pages 2 and 3: varies by site. Read180: According to mid-year data, 26% of elementary-age students have already met their annual growth goal. According to mid-year data, 34% of secondary-age students have already met their annual growth goal. SYS444: According</p>	<p>PRTI needs to be revisited, established and distributed to all sites. For the 2014-15 school year SYS44 and Read180 curriculum was updated to align with CCSS and implemented district wide. Continue to focus on fidelity of implementation. For 2014-15 I can learn was replaced by Math180, FASTT Math which are CCSS aligned.</p>
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			<p>to the mid-year data, 75% of elementary-age students have improved their ability to recognize and decode words, 50% had fluency growth of 1 year or more, 10% achieved advancing decoder status.</p> <p>According to the mid-year data, 74% of secondary-age students have improved their ability to recognize and decode words, 56% had fluency growth of 1 year or more, 25% achieved advancing decoder status.</p> <p>Read 180 data reveals that when implemented with fidelity, student growth ranged from: meets and exceeds expected growth targets.</p> <p>Math180/FASTT Math: refer to data</p> <p>I CAN learn: refer to 13-14 data.</p>	
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<p>1.4.3 Monitor Tiered Intervention Models</p>	<p>Tiered Intervention Models such as Lexia, Read 180 and I CAN Learn Math have been implemented DGC work product Draft PRTI SIP tool pages 2 and 3 (progress monitoring and end of program evaluation) Read 180/SYS44 data Math 180 data/FASTT math data I CAN learn data</p>	<p>Draft PRTI developed but not distributed to sites. SIP tool in use at all sites.</p> <p>As of 1/23/15 Read 180 adopted and in use at 40/43 sites to varying stages of implementation.</p> <p>Math180/FASTT math is being implemented at 3 of 7 middle schools</p> <p>I CAN learn: was implemented at 5 of 7 middle schools.</p>	<p>Draft PRTI ineffective due to lack of distribution to sites and lack of follow through as DGC was disbanded.</p> <p>Use of SIP tool along with TOA coaching has improved the effectiveness of afterschool tutoring based on SIP tool pages 2 and 3: varies by site.</p> <p>Read180: According to mid-year data, 26% of elementary-age students have already met their annual growth goal.</p> <p>According to mid-year data, 34% of secondary-age students have already met their annual growth goal.</p> <p>SYS444: According</p>	<p>PRTI needs to be revisited, established and distributed to all sites.</p> <p>For the 2014-15 school year SYS44 and Read180 curriculum was updated to align with CCSS and implemented district wide.</p> <p>Continue to focus on fidelity of implementation.</p> <p>For 2014-15 I can learn was replaced by Math180, FASTT Math which are CCSS aligned.</p>
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			<p>to the mid-year data, 75% of elementary-age students have improved their ability to recognize and decode words, 50% had fluency growth of 1 year or more, 10% achieved advancing decoder status.</p> <p>According to the mid-year data, 74% of secondary-age students have improved their ability to recognize and decode words, 56% had fluency growth of 1 year or more, 25% achieved advancing decoder status.</p> <p>Read 180 data reveals that when implemented with fidelity, student growth ranged between: meets and exceeds expected growth targets.</p>	
<p>1.4.4 Supplemental Staff to Increase Achievement</p>	<p>Library specialists job description Intervention TOAs PD evaluations Read180/SYS44 Math180/FASTT Math</p>	<p>Library specialists at 41 sites; completely implemented; 4 intervention TOAs</p>	<p>Extremely effective based on data and PD evaluations.</p>	<p>Library specialists are currently funded by the district general fund as of the 2013-14 school year.</p>

LEA Plan Goal 2: English Learner Academic Achievement and Progress (to include: Goal 2A: AMAO 1 Annual progress Learning English; Goal 2B: AMAO 2 English Proficiency; Goal 2C: AYP for EL Subgroup; Goal 2D: High Quality Professional Development; Goal 2E: Parent and Community Participation; Goal 2F: Parental Notifications) Refer to PI Year 3 LEA Plan Evidence of Progress (2013–14) End-of-Year Submission: September 30, 2014

LEA Plan Goal 3: Highly Qualified Teachers				
Goals, Strategies and Actions	What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?	What progress has been achieved toward the goal(s) 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 LEAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
Strategy 3.1:	Alignment of Professional Development			
3.1 Actions Steps				
3.1.1 Adopt a District Wide Instructional Delivery Model	EIPD is the district’s format for designing, delivering, and implementing rigorous common core standards-based lessons	All teachers have received training in EIPD and common core state standards; some teachers have received PD in using the CCSS units of study including unwrapping the standards, lesson planning, and differentiation	Data from evaluations show that teachers are more prepared for the task adopting and implementing EIPD as a vehicle to deliver CCSS than they were before	Modify EIPD to "EI 2.0" to embedded with CCSS and effective EL practices, ongoing structured cycles of coaching, including instructional rounds and peer observation, the identification of instructional focus areas, and the creation of a catalog of additional high-leverage PD modules

<p>3.1.2 Implementation and Monitoring of System-Wide PD 3.1.3 Monitor Implementation</p>	<p>Systematic implementation of PD and coaching support by TOAs through CCSS Modules, Instructional Materials, Coaching Cycle support, MAPs, Special Ed, EL trainings to increase student learning and teacher effectiveness in the classroom; building the capacity of all TOAs through coaching PLCs and outside professional growth opportunities</p>	<p>30% of teachers have participated in PD offered</p>	<p>Data from evaluations show that teachers want more opportunities for PD and more time to plan with their PLCs</p>	<p>A protocol to request site level coaching for TOAs by ILT group needs to be refined</p>
<p>3.1.4 Provide Ongoing Support</p>	<p>Beginning Teacher Support & Assessment PD for new teachers and the Formative Assessment for California Teachers; Peer Assistance & Review program for permanent teachers; coaching cycle and TOA support</p>	<p>In progress</p>	<p>According to assessment data, teachers are still in need of ongoing support to implement CCSS</p>	<p>Continue to implement ongoing support through BTSA, PAR, & FACT system and refine based on focus areas</p>

Strategy 3.2:	Establish, Implement, & Monitor District Wide PLCs			
3.2 Actions Steps				
3.2.1 Establish a District Guiding Coalition	Agendas from initial meetings; Minutes from initial meetings; Established norms for District Guiding Coalition; sign-in sheets from meetings; Professional Development sessions held for Guiding Coalition; Completed Shared Vision, Values, and Goals	Team has initially been established at district level with key members from levels and departments; PD was provided by Solution Tree; Vision, Values, and Goals were shared with site PLCs	Effective	Changes into the ILT model; Key District members identified due to changes at district level; PD is continuing for ILT model with new Service Provider; Mission, Values, and Goals are developing as continued PD with service provider
3.2.2 Develop Comprehensive Plan for PLC	Completed needs assessment incorporating data; Budget Allocations to reflect the needs assessment (i.e. budgets, purchased materials, PD scheduled and contracted, etc.); allocation of time is reflected by PLC agendas at site levels and minutes, PLC meeting schedules, teacher release day schedules; secure training sessions for teachers with agendas, sign-in sheets, schedule of training sessions, materials provided for sessions,	Needs Assessment was conducted to reflect change to ILT model, funding sources, and assessments; allocation of resources have been modified to reflect change to LCFF and LCAP; PLC time has been allocated to teachers at the site levels; Trainings have been established to support teachers with CCSS, Units of Study to help support each other during PLC.	Ongoing and developing to reflect the ILT structure and processes.	Needs assessment will need to reflect new data from MAPs and SBAC data; Sites developing PLC plans to reflect allocation of time and resources utilizing the SPSA; Providing ongoing PD for ILT development; Provide ongoing training and focus

	<p>session evaluations from teachers</p>			
<p>3.2.3 Implementation of District-wide PLC</p>	<p>Rosters of site teams; agendas; minutes; PLC schedules and calendared meetings; establish and review PLC norms; PD provided by Solution Tree for PLC teams; PD series and coaching opportunities provided by district TOA to support interventions; lesson plans to reflect interventions and Guiding Questions</p>	<p>PLCs have become part of the school culture; ongoing; teacher directed; improved communication with administration; sharing of best instructional practices; administration site visits/ collaboration; PLC PD has reflected in PLC practices at site levels</p>	<p>Completely Effective</p>	<p>Shifting to the ILT model as to where the focus is solely driven by instruction; Continued PD for ILT implementation and next steps; Coaching Cycle currently being developed</p>

<p>3.2.4 Monitor and Facilitate the Work of PLCs</p>	<p>Agendas; minutes; sign-in sheets; PLC schedules and calendared meetings; establish and review PLC norms; walk-through information; lesson plans that reflect 4 Guiding Questions and Interventions (RTI block); data reviews; student Data</p>	<p>PLC's have become part of the school culture; ongoing; teacher directed; improved; communication with administration; continued sharing of best instructional practices; administrator site visits/collaboration; implementation of RTI blocks at sites; PLC collaboration is more structured via agendas and set times; use of data is evident in PLC</p>	<p>Ongoing</p>	<p>Shifting to the ILT model as to where the focus is solely driven by instruction; continued PD for ILT implementation and next steps; administrator site visits/collaboration; developing time schedules for teachers to meet; developing common language and protocol</p>
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Strategy 3.3	Eliminate the Achievement Gap			
3.3 Actions Steps				
3.3.1 Provide Data Analysis Training	Training offered for teachers on using the OARS Database, Inspect Item Bank, and MAPs reports	In progress	According to disaggregated assessment data, the achievement gap still persists	Build the capacity of site level ILTs and TOAs to provide data analysis training for teachers
3.3.2 Utilize Data to Inform Instruction and PD	Training offered for teachers to effectively analyze students' achievement based on an analysis of disaggregated data to inform instruction and interventions using a data analysis protocol	In progress	According to disaggregated assessment data, the achievement gap still persists	Build the capacity of site level ILTs and TOAs to provide walk teachers through the use of the data analysis protocol
3.3.3 Establish Collaborative Teams	District leadership/guiding coalition coordination and facilitation of Instruction Leadership Teams and site leaders is to help build the leadership capacity of schools, empower teachers to take on greater instructional leadership at their sites, and establish and maintain effective collaborative team in order to ensure equal access to a viable and rigorous curriculum.	In progress	According to disaggregated assessment data, the achievement gap still persists	Re-evaluate and adjust ILT composition based on site needs

<p>3.3.4 Review & Provide Scientifically-Based Research PD</p>	<p>PD for administrators to gain greater understanding for implementation of the research-based Nine Essential Program Components (EPC) from the Academic Program Surveys to increase student achievement in E/RLA and math; PD on differentiating instruction for struggling and advanced learners; PD on using Data to Guide Instruction; PD on Guided Language Acquisition Design; PD on the alignment to academic content standards from the adopted and approved curriculum include; PD to improve student behavior in the classroom and identify early and appropriate interventions such as Pro-Act; and PD for Parents to increase their understanding of CCSS and their involvement Research shows that teacher collaboration will lead to improvement in shared results</p>	<p>In progress</p>	<p>According to disaggregated assessment data, the achievement gap still persists</p>	<p>Adjust PD to instructional focus areas</p>
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Strategy 3.4:	Maintain High Levels of Compliance			
3.4 Actions Steps				
3.4.1 Collaboration of Division Leads	Extended leadership meetings, Division weekly meetings, bi-monthly extended leadership meetings, and an analysis of site plans (SPSA) to ensure support and alignment of LCAP, LEA and EL Master Plans	In progress	Completion of SPSAs, LCAP, LEA, and EL Master Plans	Restructuring of divisions, personnel restructuring
3.4.2 Management Compliance Training	Keenan Safe Schools Online Training; PLC Coaching	In progress	Lower incidents documented by Risk Management	Make trainings more accessible to classified staff by providing more flexibility in time and mode of presentation; offer more in-person trainings where personnel are able to interact
3.4.3 Ensure 100% Highly Qualified Teachers at Each Site	Human resource records of personnel	95% + towards 100% goal towards Highly Qualified teachers	Highly effective in supporting teachers to achieve Highly Qualified or not hiring new teachers who are not qualified	Giving feedback to teachers and support for achieving highly qualified and not hiring non-qualified teachers.
3.4.4 Targeted Instructional Materials PD	Training on newly adopted instructional materials	99% completion of PD for core instructional materials adopted	100% of teachers are implementing adopted materials	Students are better able to access the information because of PD

3.4.5 Administrator Training Program	Administrator Induction Program for candidates clear their credentials through San Bernardino County Superintendent of Schools for new administrators; ACSA CNET trainings for administrators to become coaches for those trying to clear their credential	In Progress; re-creation of the Administrator Academy	Academy timeline 2015/16	Establish a Leadership Academy to build the capacity of aspiring leaders and to build a highly qualified pool of effective leaders
3.4.6 Provide Equitable Distribution	Site specific teacher/grade/subject assignments	Variable	Master schedule	Teachers are assigned with effective skill base and credential considerations
3.4.7 Instructional Materials PD - MATH	Adoption of Houghton Mifflin for High School IM1, IM2, IM3. Houghton Mifflin CC Bridge Materials for Elementary. Houghton Mifflin Big Ideas for Middle Schools	In Progress	Teachers were trained in best practices implementation of materials as they learned how to navigate the materials and instructional technology components	Adopted integrated Math materials for high school in compliance with CC goals. Adoption and training completed for HM Bridge Math, progressing with Elementary Math adoption. Progressing toward training for HM Big Ideas Middle School Math.
3.4.8 Instructional Materials PD - READING	PD for ELA not begun due to adoption cycle and delay in State ELA Framework	No Progress	Not Applicable	Planning for adoption of k-8 ELA 2016. Planning for adoption of high school ELA 2017.

Strategy 3.5:	Increase Access to & Effective Use of Technology			
3.5 Actions Steps				
3.5.1 Provide PD on Effective Use of Technology	Teacher evals, PD department meetings	In Progress	Teacher evaluations, PD evaluations	ILT teams and goals
3.5.2 District-Wide Integration of Technology	Teacher evals, PD department meetings, site visits	In Progress	Site evaluations, walk-throughs	Technology Committee, ILT and Goals
3.5.3 Provide Site Instructional Tech Coaches	Not offered at every school	Variable Progress at each site	Low effectiveness	site decisions on budget to fund personnel
3.5.4 Compliance With AB307	Delivered to every site	98% completion rate returned to Internet Security Specialist	No data to support effectiveness	Technology Committee goals
3.5.5 Support National Educational Technology Standards	Technology Committee establishing future plans based on these standards.	In Progress	Low Effectiveness	Technology Committee goals
3.5.6 Provide Online PD and Learning Opportunities	No evaluation process in place	Variable Progress throughout the district	Low Effectiveness	ILT goals, Technology Committee
3.5.7 Adopt Digital Textbooks for Students	Teachers have access to online textbooks through textbook company sites.	In Progress	Data from text adoptions	Review adoption programs for digital textbook capabilities
3.5.8 Access to Digital Database for PD	PD Department meetings, technology meetings	In Progress	Low Effectiveness	ILT goals, Technology Committee, TOA PLC

3.5.9 Technology Application Training Opportunities	Instructional Technology TOA trainings, Instructional Technology trainings, site coach trainings	Variable Progress throughout the district	Low Effectiveness; trainings not offered at every site.	ILT goals, Technology Committee to recommend a plan for more equitable distribution of trainings
LEA PLAN GOAL 4A: Home, School, Community Partnerships				
Goals, Strategies and Actions	What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?	What progress has been achieved toward the goal(s) 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 LEAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
STRATEGY 4A.1	Establish a Family & Community Outreach Program			
ACTIONS				
4A.1.1 Est./Maintain Family Comm. Outreach Committee		Community Cabinet was formed in February 2015		An Action Team for Partnership (ATP) will be formed as a sub-committee of Community Cabinet and will replace the existing District Advisory Council and Superintendent's Advisory Council.
4.A.1.2 Establish a site level outreach program		Partially implemented; site level Community Aide position created for 2013-14		New FACE Coordinator will support these site level personnel in implementing effective FACE programs/activities

4.A.1.3 Increase Business Partnerships	Ask Chiefs for information regarding sites' partnerships; Community Aides may be able to help gather this data.	A Director of Grants & Funding was hired in August 2014 has brought in (get updated amount from Michele) and is currently seeking partnerships with community stakeholders and businesses. Director of CTE/ROP and Adult Ed has established partnerships and career pathways for students to have opportunities to obtain college credits while in high school as well as industry certifications.		
STRATEGY 4A.2	Establish a Volunteer Program			
ACTIONS				
4.A.2.1 Update and Board Approve Volunteer Policy		Committee was formed, a tiered policy was created and submitted to Cabinet for Board approval. Policy has not been submitted to the Board for approval.		Locate BP that was created, review and revise if needed, then submit for Board approval and follow up to ensure the BP goes to the Board in a timely manner.
4.A.2.2 Establish a Volunteer Program Committee	Not implemented	Not implemented; see 4.A.2.1		

LEA PLAN Goal 4B: Involve Parents as Decision Makers				
Strategy 4B.1	Maintain Parent Advisory Committees			
Actions Steps				
4.B.1.1 Parent Advisory Committees		DELAC, DAC, PTA, EPAC, GATE and SAC have met all requirements. Kaiser and Summit have AAPACs. Follow-up with Eva regarding GATE.		
4.B.1.2 Committees pro-vide information to Board		Completed as required.		
4.B.1.3 Technical Assistance to Site Committees		ELAC: EL TOAs provide direct support at ELAC meetings and train ELAC Board members on roles and responsibilities, how to facilitate an effective ELAC meeting and meet compliance requirements. SSC: Based on levels of experience, differentiated support is provided to each school site on the roles and responsibilities of SSC, how to facilitate an effective SSC meeting and meet compliance requirements. SSC templates for Agendas and Minutes are available in English and Spanish via SharePoint.		

STRATEGY 4B.2	Solicit Parent Input			
ACTIONS				
4.B.2.1 Title I Parent Involvement Policy	Agendas, sign-in sheets, minutes, site PIP distribution verification form	Sites: each site held meetings with parents to evaluate and update their site level parent involvement policies. District: The district held meetings with DAC, SAC, DELAC and other parent stakeholders to evaluate and update the district's parent involvement policy.	Compliance was met and ongoing efforts exist to improve implementation of activities and services outlined in the parent involvement policy for effective and authentic family engagement.	Input and feedback from parents led to a draft revision of the parent involvement policy from a compliance focused document to a parent friendly document. The draft policy was structured to capture Dr. Joyce Epstein's Frame-work of the 6 Keys to effective family and community engagement.
4.B.2.2 Parent Survey	2013-14 parent survey results	The 2013-14 survey was redesigned to reduce the number of questions and give the participants a choice of focus area to respond to. Survey was advertised in both English and Spanish on FUSD and school websites. 45,002 Connect5 phone calls were made and 4,134 emails were sent out on 4 different occasions to remind families about the importance and availability of the survey.	206 households responded in English and 32 households responded in Spanish.	Increase community forums and other avenues for parents to participate such as social media, Community Alliance For Fontana Students events, provide incentives for schools with the highest percentage of participation, and solicit input from stakeholder at community events

				such as Fontana Days.
4.B.2.3 Input on LEA Plan	2012-13 LEA Plan Taskforce agendas, minutes, sign-in sheets and work product. 2013-14 LCAP meeting agendas, sign-in sheets, and minutes. (Input from the LCAP was used to establish District priorities which were also used to inform the revision of the 2014-15 LEA Plan)	The information gathered through the LCAP community meetings is being used to evaluate and update the LEA Plan.	We gathered sufficient input to evaluate the LEA Plan and make necessary revisions.	To reduce redundancy and narrow the focus of the existing 28 LCAP goals and 22 LEA Plan goals, the District has established 3 Cornerstones for Success with 7 state and federal goals to improve educational outcomes for all students.

LEA PLAN GOAL 4C: Effective Two-way Communication				
STRATEGY 4C.1	Communication on Student Progress			
ACTIONS				
4.C.1.1 Use of Technology	Communication regarding student progress: Usage reports for the following: Blackboard/Connect 5 automated phone messaging system, Remind 101, Zangle Parent Connect. OARs for progress reports.	In 2014-15, 100% of parents received communication regarding required student progress results. This is an improved practice from 2013-14 where at the elementary level progress reports were only required for at risk students. In 2013-14 an updated Student Intervention Team (SIT) process was implemented at the elementary level, whereby parents and teachers participate in two-way communication on student progress.	Refer to the 2013-14 survey results regarding Type 2 communication.	Elementary families need access to an online
4.C.2.1 Annual Notifications	Annual notifications: SES, District PI letter, site PI letters, HQT Teacher, SARCs	100% of all required notifications were delivered/provided.		
4.C.2.2 Parent Handbook	2014-15 Parent Handbook	100% of all school sites delivered/provided the Parent Handbook to parents.		

LEA PLAN GOAL 4D: Parent Education Opportunities				
STRATEGY 4D.1		Staff & Parents Collaborating as Equal Partners		
ACTIONS				
4.D.1.1 Training on Working with Parents	FUSD Parent Engagement Opportunities Report 2013-14	On August 23, 2013, site and district level administrators participated in training on How to Effectively Collaborate with Parents and Increase Parent Engagement. The training was delivered by Marissa Lazo-Necco, SBCSS Family Engagement Coordinator. Mrs. Lazo-Necco also facilitated a phone conference call with Dr. Joyce Epstein; administrators were able to ask questions and receive guidance on authentic and effective parent engagement as well as information regarding the National Network of Partnership Schools (NNPS). A 2013-14 Family-School-Partnership Centralized Services Plan was created in support of LEAP Actions		
STRATEGY 4D.2		Utilize Support Staff		
ACTIONS				
4.D.2.1 Hire Personnel to Oversee Parent Engagement		Family and Community Engagement Coordinator (FACE) was hired in December 2014.		We will maintain the position of FACE Coordinator

STRATEGY 4D.3	Establish Parent Education Focus Areas			
ACTIONS				
4.D.3.1 Implement Programs Addressing Focus Areas		In 2014-15, Teaching and Learning has offered 4 Parent Workshops on Common Core Standards and How Parents Can Support Learning at Home. An Elementary Math Skills, Games and Learning at Home Workshop is planned for April.		We will continue to expand parent education offerings in 2015-2018

GOAL 5B: Decrease Dropout Rates				
Goals, Strategies and Actions	What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?	What progress has been achieved toward the goal(s) 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 LEAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
Strategy 5B.1	Adopt Districtwide Programs			
ACTIONS				
5B.1.1 Develop Districtwide Intervention Model 5B.1.2 Implement Districtwide Intervention Model 5B.1.5 Evaluate Districtwide Intervention Model	Identify risk factors in student academic performance, assessment performance, and risk behaviors that are indicators of potential barriers to graduation and danger of dropout. State and site assessments were used to monitor academic performance and suspension/expulsion data was used to monitor discipline concerns.	Train Site and District Personnel on how to identify risk factors in student academic performance, assessment performance, and risk behaviors that are indicators of potential barriers to graduation and danger of dropout. As well as provide Other Means of Correction for students prior to suspension/expulsion	From 2011/12 to 2012/13 School years, dropout rates decreased from 12.2% to 8.5%, graduation rate increased from 82.5% to 86.4% Expulsions dropped from 50 to 9 district wide	Professional development will continue to be the focus for teachers in common core curriculum to increase student achievement. The district will also enhance their intervention programs by developing a District wide Code of Conduct, Implementing a PBIS, and look into providing mental health services for the general education population.

<p>5B.1.3 Create Transition Program</p>	<p>The data used to examine the transition program was graduate rate and dropout rate.</p>	<p>Implementation of Where Everybody Belongs (WEB) at all Middle Schools to provide 6th graders a structured mentoring program that includes assistance in understanding the academic and social differences between Middle School and Elementary School has been established. Also, LINK CREW at all High Schools to provide 9th graders a structured mentoring program that includes assistance in understanding the academic and social differences between Middle School and High School is a part of the transition process</p>	<p>From 2011/12 to 2012/13 School years, dropout rates decreased from 12.2% to 8.5%, graduation rate increased from 82.5% to 86.4% Expulsions dropped from 50 to 9 district wide</p>	<p>School sites will continue to focus on WEB and LINK CREW to have a better transition from Middle School to High School. Also, the development of PBIS will allow for adults to better connect with students.</p>
<p>5B.1.4 Implement Cyber-School</p>	<p>Fontana Unified currently loses up to 400 students a year to Options for Youth which is a Charter School run through an independent student program. Based on information provided to us by the Options for Youth Charter.</p>	<p>A plan to develop and implement a cyber-school allowing students to take online classes as a means of credit recovery, independent study, or alternative education</p>	<p>Due to budget cuts and resources the Cyber school is still in the planning stages</p>	<p>New funding sources have allowed for the hiring of an Alternative Education Coordinator who is currently working on providing online Independent Study courses to the Home Hospital Non-Medically fragile student. The goal for the following year is to build the online</p>

				independent study program using a UC approved online curriculum.
STRATEGY 5B.3	Implement College & Career Readiness K-12			
ACTIONS				
Goals, Strategies and Actions	What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?	What progress has been achieved toward the goal(s) 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 LEAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

Goal 5D: Increase Attendance				
Strategy 5D.1	Improve Home to School Communication			
Actions Steps				
5D.1.1 Articulate Expectations	Clearly communicate in writing student attendance expectations through handbooks, compacts, newsletters, marquees, etc. Reinforce student attendance expectations verbally at all parent meetings and student assemblies. Call parent of every absent student every day to repeat expectations for student attendance. This can be conducted by Attendance Clerk, Community Liaisons, Counselors, Administrators, or as a last resort use Connect 5. Use Connect 5 messages to reiterate student attendance expectations both school-wide and targeted at individual	Call parent of every absent student every day to repeat expectations for student attendance. This can be conducted by Attendance Clerk, Community Liaisons, Counselors, Administrators, or as a last resort, TeleParent. Make home visits to parents of students that cannot be reached by phone each day and to parents of students with excessive absences or tardies to repeat expectations for student attendance and resolve issues hindering good attendance. Send SART 1, SART 2, and SART 3 letters to parents of students with excessive absences and/or tardies. Conduct SART meetings with parents of students with ongoing excessive absences or tardies. Refer parents of	Average District Attendance rate comparison for the last three years as measured by calculating the number of schools sites by their attendance annual percentage rates: 2013-14 96.92% 2014-15 as of December of 2014 96.98%	All school sites continued to provide individual incentives based on their partnerships with community organizations and donations such as PTA's, local restaurants and private donors to increase and maintain their attendance average above the 95% mark. Incentives provided ranged from certificates and recognition assemblies to iPads, computers and a new car given to high a school students at a high school wide event.

	<p>students. Make home visits to parents of students that cannot be reached by phone each day and to parents of students with excessive absences or tardies to repeat expectations for student attendance and resolve issues hindering good attendance. Send SART 1, SART 2, and SART 3 letters to parents of students with excessive absences and/or tardies. Conduct SART meetings with parents of students with ongoing excessive absences or tardies. Refer parents of students with continuing excessive absences or tardies to LAMP or SARB.</p>	<p>students with continuing excessive absences or tardies to LAMP or SARB.</p>		
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<p>5D.1.2 Why Students Do/Don't Attend School</p>	<p>Gather information on students that have perfect attendance as to why they attend school. Interview and/or survey students with perfect/poor attendance. Host open forums (possibly facilitated by Counselors) that are relaxed to discuss why some students do/don't miss school. Interview and/or survey Parents. This could be facilitated by Community Liaisons through home visits or parent meetings. Survey Attendance Clerks and Liaisons.</p>	<p>Call parent of every absent student every day to repeat expectations for student attendance. This can be conducted by Attendance Clerk, Community Liaisons, Counselors, Administrators, or as a last resort, TeleParent. Make home visits to parents of students that cannot be reached by phone each day and to parents of students with excessive absences or tardies to repeat expectations for student attendance and resolve issues hindering good attendance. Send SART 1, SART 2, and SART 3 letters to parents of students with excessive absences and/or tardies. Conduct SART meetings with parents of students with ongoing excessive absences or tardies. Refer parents of students with continuing excessive absences or tardies to LAMP or SARB.</p>	<p>Average District Attendance rate comparison for the last three years as measured by calculating the number of schools sites by their attendance annual percentage rates: 2013-14 96.92% 2014-15 as of December of 2014 96.98%</p>	<p>All school sites continued to provide individual incentives based on their partnerships with community organizations and donations such as PTA's, local restaurants and private donors to increase and maintain their attendance average above the 95% mark. Incentives provided ranged from certificates and recognition assemblies to iPads, computers and a new car given to high a school students at a high school wide event.</p>
<p>STRATEGY 5D.2</p>	<p>Develop Quality Home to School Relationships</p>			
<p>ACTIONS</p>				
<p>5D.2.1 Create Positive Relationships</p>	<p>Schools' staff will develop positive relationships with students and families so they feel like valued members of the school community and are missed when they are absent.</p>	<p>Sites have implemented many types of programs that keep students engaged in connection with staff at school sites. Programs like University.</p>		

STRATEGY 5D.3	Develop Student Incentive Programs			
ACTIONS				
5D.3.1 Recognize Student Attendance	<p>Recognize students with perfect attendance, excellent attendance, and improved attendance. Create recognition certificates, purchase attendance awards, and provide activity incentives. Purchase medals and trophies for individual students and classes, working with organizations such as the PTA. Provide more costly incentives such as bicycles and cars, working with outside organizations and companies. Provide activity based incentives such as extra recesses, parties, lunch with principal, and fieldtrips.</p>	<p>The Average District Attendance rate comparison has exceeded 95% district wide</p>	<p>Average District Attendance rate comparison for the last three years as measured by calculating the number of schools sites by their attendance annual percentage rates: 2011-12 96.94% 2012-13 96.85% 2013-14 96.92% 2014-15 as of December of 2014 96.98%</p>	<p>All school sites continued to provide individual incentives based on their partnerships with community organizations and donations such as PTA's, local restaurants and private donors to increase and maintain their attendance average above the 95% mark. Incentives provided ranged from certificates and recognition assemblies to iPads, computers and a new car given to high a school students at a high school wide event.</p>

STRATEGY 5D.4	Address Kindergarten Attendance			
ACTIONS				
5D.4.1 Explore Creation of Full Day Kindergarten	As a stop gap, explore working with ASES providers to offer after school programs to morning kindergartners, thus creating a quasi full-day kindergarten program.	The schools with Kindergarten in the ASES program experienced the same difficulties with Kinder absences. Absences were equal to the Kinder classes in the school site. Kindergarten and ASES are voluntary programs	All attempts to communicate with parents regarding the importance of being at school on time as well as Participate in the after school programs showed little progress because the programs were not mandatory.	Negotiations with the teacher's union regarding class size and possible full day kindergarten are possible considerations.
5D.4.2 Address Kindergarten Anxiety Issues	Kindergarten absences were correlating to student's not wanting to attend school and parents feeling it was too much pressure	Transitional kindergarten programs were expanded to more schools providing students with more experience in the classroom prior to entering kindergarten.	Transitional Kindergarten has increased and students' attendance rates have increased	Transitional Kindergarten Classes have now been expanded to reach a wider range of schools throughout the district.

LEAP Goals 6 A-C: (This includes the required performance goals for “learning environments that are safe, drug-free, and conducive to learning”)

California’s ESEA Performance indicator: The percentage of persistently dangerous schools, as defined by the State.

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA’s strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<p>The district has a high attendance rate for all sites, with the district average rate over 96.8% for the past 3 years. This has assisted the district in regards to bringing down behavior incidents, suspensions, and expulsions. A strong counseling program has been implemented within the district with secondary sites receiving counselors assigned to their sites and elementary school sites receiving a counselor for every 2 schools. The district has also been able to increase its police services department by adding in additional district safety officers at middle schools and roving at the elementary level. The FLIP program continues to be successful in working with students who are having difficulty at school sites in their behavior. A JR FLIP program was piloted at 2 elementary schools to work with students grades 4-6 to assist in being proactive and teaching them early life skills to deal with behavior, anger, and social skills. These different programs in place have been instrumental in ensuring students are at school and engaging within the school setting.</p>	<p>The District needs to continue to address the social and emotional need for our at-risk students, and adding a counselor to address this specific case load would be instrumental within the educational setting.</p> <p>There is also a need to continue to increase the safety personnel within the district, eventually increasing the safety officers to a minimum of 2 at the middle school level and one at every 2 elementary sites. The district continues to do well in regards to the attendance of students but increasing the engagement and rigor in the classroom will assist in having more students engaged. The district needs to continue to work on increasing the graduation rate so it is equal or bettering the attendance rate.</p>

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA’s strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<p>The district has continued to work within the schools to bring drug awareness to the students. This programs has been successful throughout the district and there has been a decrease in students being sent to the district office for incidences of violence, alcohol, tobacco, and other drug usage. Students still continue to use drugs and alcohol but there is more awareness with peer pressure, observation and reporting occurring at the school sites.</p>	<p>There continues to be a rise in the usage of marijuana use within the student population, with an increase being seen at the middle school level. Curriculum focused towards marijuana usage needs to be addressed at this level with additional proactive programs beginning to be implemented at the elementary level. Programs as well as counseling staff need to look to be implemented to assist students who are at-risk to becoming addicted to these behaviors.</p>