§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

Local Education Agency: Fontana Unified School District Contact: Dr. Leslie Boozer, Superintendent, leslie.boozer@fusd.net, (909) 357-7600 LCAP Year: 2014/2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

***Parent involvement**: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

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

Involvement Process	Impact on LCAP
In the Fontana Unified School District (FUSD), we believe that the involvement and engagement of stakeholders is critical if we are to prepare our students to be well-educated global citizens. In order to achieve this, over the past several months, the District set out to engage the full community of Fontana in the LCAP process. Thus far, we have engaged nearly 4000 students, parents, teachers, administrators, and community members. We gained a diverse, rich perspective of the successes, concerns, and opportunities of our District by meeting with the stakeholders and in the following ways: school site based parent meetings, 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. Whether in a small-group setting or in one of several large community forums, hearing the ideas and opinions of our stakeholders allowed us to garner the information and data	Stakeholders were given multiple opportunities to provide feedback and suggestions based on the components associated with the identified Eight Priorities. This feedback will be further expanded upon when the District embarks upon the development of its five year strategic plan. During this time, under the guidance of the School Board and the recently appointed Superintendent, the District will expand upon the goals, targets, and high expectations established during the LCAP process. We are committed to working collaboratively with students, teachers, classified staff, school leaders, district office staff, bargaining units, families, and community members in order to meet these goals. Given the current State and District fiscal challenges, the Fontana Unified School District will ensure that priorities and initiatives efficiently and effectively utilize existing resources and will seek out other innovate opportunities to ensure that students are well-prepared for the rigorous and competitive academic and career opportunities that await them in future.

Involvement Process	Impact on LCAP
needed to develop a plan that will bolster the academic performance and overall well-being of our students and schools. Each meeting sought to explicitly determine community members' perspective and input on the District's current and desired state in relation to California's eight priorities: Provide Quality Basic, Implementation of State Standards, Provide Access to Courses, Increase Pupil Achievement, Involve Parents, Engage Students, and Improve all other Student Related Outcomes. Based on these ideas, we developed a list of initiatives that will help us to address and improve in these areas. In addition to the highly valued face-to-face meetings, we aimed to provide community members with up to date information that would permit them to access everything they needed to remain informed anytime, anyplace. All updated documents and information were made available online on a space specially designated for all information related to the LCAP/LCFF. We posted a survey on the District's website to provide stakeholders with even more opportunities to make their voice heard. We feel that the more we provide our families and community members with user-friendly information, the more they will connect and engage with the District and with school communities. The full list of meetings and the number of participant are attached. We held multiple engagement meetings over the course of our LCAP development process. The following provides a highlight of the meetings that were held in order to solicit community feedback. Based on their valuable feedback, we have made numerous revisions to our LCAP and feel that the current version deeply reflects the feedback and discussions that took place over the 2013/2014 school year. We thank our parents, students, staff, teachers, community members, and bargaining unit leadership for their time, valuable insights, and partnership throughout this engagement process. **Parent Engagement Meetings (DAC/DELAC)** December 13, 2013 – DELAC Meeting: LCAP Overview January 14, 2014 – DAC Meeting: LCAP Overview March 13, 2014 – DELAC Meeting: LCAP presentation and prioritization activity April 15, 2014 – DAC Meeting: LCAP presentation and prioritization activity May 8, 2014 – The DAC and DELAC reviewed the LCAP Draft and provided feedback **Superintendent's Advisory Committee Engagement Meetings** February 12, 2014 – SAC Meeting: LCAP presentation and prioritization activity April 23, 2014 – The SAC reviewed the LCAP Draft and provided feedback **Community-wide Stakeholder Engagement Meetings** February 25, 2014 – Community wide Meeting LCAP presentation March 4, 2014 – Meeting with the Faith Based Group March 6, 2014 – Community wide Meeting LCAP presentation March 17, 2014 – Community wide Meeting on LCAP presentation April 9, 2014 – Final Community wide Meeting on LCAP **LCAP Writing Advisory Committee** April 29, 2014 – LCAP Writing Advisory Committee Meeting May 13, 2014 – LCAP Writing Advisory Committee Meeting May 20, 2014 – LCAP Writing Advisory Committee Meeting **Executive Cabinet Engagement Meetings** Weekly	Involving a diverse community of voices and stakeholders in the LCAP process allowed us to determine the processes, programs and funding allocations needed to establish the highest caliber A) Conditions for Learning, B) Pupil Outcomes, and CI) Family/Community/Stakeholder Engagement opportunities. Our community helped us to determine the goals and actions needed to improve the conditions for learning for our students. Because of community suggestions and feedback, we conducted a comprehensive needs assessment of the **1) Basic Services** that are necessary for appropriately assigning fully credentialed teachers, for providing students with access to standards-aligned instructional materials and for educating students in facilities that are in good repair. Additionally, we have identified the needs that will ensure full **2) Implementation of the Common Core State Standards** which will allow us to provide students with access to academic standards and to the English language development (English Language Development) supports needed to increase their depth of knowledge and success. According the California Department of Education "standards describe what students should know and be able to do in each subject in each grade. Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace." Involving our community permitted the Fontana Unified School District allowed us to chart a three year course to ensure that all teachers, school leaders, and instructional support staff are well prepared to provide students with high-quality, standards-based instruction every day, for every student. Furthermore, over the next three years, efforts will be taken to ensure that all students have access to grade level content curriculum, including English Learners. Based on our research and on the voices of our stakeholders, we will further expand on our initial efforts in order to ensure that all goals and actions will increase our students' **3) Access to and enrollment in courses in all required areas of study** such as foreign languages, visual and performing arts, or career exploration. It is critically important that all students in our district have complete access to courses that will prepare them for the postsecondary and careers of their choice. In FUSD, we will remove any barriers to course and pathway access by offering all students an opportunity to take any course of their choosing and will provide the necessary supports needed to ensure that they are successful in those courses, and that FUSD teachers have the skills and training needed to deliver high quality instruction to our students. We will continue to involve our community at greater levels in the educational process.

Involvement Process	Impact on LCAP
District Administrators Engagement Meetings February 14, 2014 – Administrators Meeting **District Office Engagement Meetings** March 3, 2014 – Business Services Staff March 3, 2014 – English Language Services Staff Meeting **Pending Meetings** Meetings with the Bargaining Union groups to review and provide feedback on the LCAP Draft and updated versions. **CAC Engagement Meetings** **April 10, 2014** – The CAC special education parent group will have the LCAP Eight Priorities Meeting starting at 4:00 pm at the JDP (meeting held in English with Spanish translation). **School Site Engagement Meetings** February 18, 2014 – A.B. Miller High School February 19, 2014 – A.B. Miller High School February 24, 2014 – Jurupa Hills High School February 25, 2014 – Fontana High ELAC meeting SSC Meeting School ELAC Meeting February 26, 2014 – Kathy Binks Elementary School February 26, 2014 – Almond Elementary School February 26, 2014 – Beech Avenue Elementary School February 26, 2014 – Canyon Crest Elementary School February 26, 2014 – Dorothy Grant Elementary School February 26, 2014 – Live Oak Elementary School February 26, 2014 – Mango Elementary School February 26, 2014 – South Tamarind Elementary School February 27, 2014 – Almond Elementary School February 27, 2014 – Beech Avenue Elementary School February 27, 2014 – Chaparral Elementary School February 27, 2014 – Jurupa Hills High School February 28, 2014 – Oleander Elementary School February 28, 2014 – Virginia Primrose Elementary School February 28, 2014 – Redwood Elementary School February 28, 2014 – Ted J. Porter Elementary School February 28, 2014 – Tokay Elementary School February 28, 2014 – West Randall Elementary School March 3, 2014 – Alder Middle School March 3, 2014 – Fontana Adult School March 3, 2014 – Fontana High School March 3, 2014 – Kathy Binks Elementary School March 3, 2014 – Locust Elementary School March 3, 2014 – Mango Elementary School March 3, 2014 – North Tamarind Elementary School March 3, 2014 – Sequoia Middle School March 4, 2014 – Fontana Adult School	School Site meetings were critical in hearing the voices of our students, teachers, building leaders and school staff.

Involvement Process	Impact on LCAP
March 4, 2014 – Henry J. Kaiser High School March 4, 2014 – Locust Elementary School March 4, 2014 – Mango Elementary School March 4, 2014 – North Tamarind Elementary School March 4, 2014 – Summit High School March 4, 2014 – Harry S. Truman Middle School March 4, 2014 – Wayne Ruble Middle School March 4, 2014 – West Randall Elementary School March 5, 2014 – Canyon Crest Elementary School March 5, 2014 – Chaparral Elementary School March 5, 2014 – Fontana Adult School March 5, 2014 – Hemlock Elementary School March 5, 2014 – Oleander Elementary School March 5, 2014 – Virginia Primrose Elementary School March 5, 2014 – Randall-Pepper Elementary School March 5, 2014 – Redwood Elementary School March 5, 2014 – Sequoia Middle School March 5, 2014 – Sierra Lakes Elementary School March 5, 2014 – Shadow Hills Elementary School March 5, 2014 – Southridge Middle School March 5, 2014 – Ted J. Porter Elementary School March 5, 2014 – Harry S. Truman Middle School March 5, 2014 – Wayne Ruble Middle School March 5, 2014 – West Randall Elementary School March 5, 2014 – Tokay Elementary School March 6, 2014 – Alder Middle School March 6, 2014 – Cypress Elementary School March 6, 2014 – Fontana Adult School March 6, 2014 – Jurupa Hills High School March 6, 2014 – North Tamarind Elementary March 6, 2014 – Randall-Pepper Elementary School March 6, 2014 – Shadow Hills Elementary School March 6, 2014 – Southridge Middle School March 7, 2014 – Dorothy Grant Elementary School March 7, 2014 – Palmetto Elementary School March 7, 2014 – Sequoia Middle School March 7, 2014 – Randall-Pepper Elementary School March 10, 2014 – Alder Middle School March 10, 2014 – Almeria Middle School March 10, 2014 – Chaparral Elementary School March 10, 2014 – Fontana Middle School March 10, 2014 – Henry J. Kaiser High School March 10, 2014 – Live Oak Elementary School March 10, 2014 – Locust Elementary School March 10, 2014 – Maple Elementary School March 10, 2014 – Sierra Lakes Elementary School	School Site meetings were critical in hearing the voices of our students, teachers, building leaders, and school staff.

Involvement Process	Impact on LCAP
March 11, 2014 – A.B. Miller High School March 11, 2014 – Beech Avenue Elementary School March 11, 2014 – Henry J. Kaiser High School March 11, 2014 – Hemlock Elementary School March 11, 2014 – Mango Elementary School March 11, 2014 – Oleander Elementary School March 11, 2014 – Jurupa Hills High School March 11, 2014 – Sequoia Middle School March 11, 2014 – Shadow Hills Elementary School March 11, 2014 – South Tamarind Elementary School March 11, 2014 – Ted J. Porter Elementary School March 11, 2014 – Wayne Ruble Middle School March 12, 2014 – Alder Middle School March 12, 2014 – Almeria Middle School March 12, 2014 – Beech Avenue Elementary School March 12, 2014 – Citrus Elementary School March 12, 2014 – Cypress Elementary School March 12, 2014 – Fontana Middle School March 12, 2014 – Juniper Elementary March 12, 2014 – Maple Elementary School March 12, 2014 – North Tamarind Elementary School March 12, 2014 – Sequoia Middle School March 12, 2014 – Summit High School March 12, 2014 – Wayne Ruble Middle School March 13, 2014 – Almeria Middle School March 13, 2014 – Poplar Elementary School March 13, 2014 – Randall-Pepper Elementary School March 13, 2014 – Shadow Hills Elementary School March 13, 2014 – Southridge Middle School March 14, 2014 – Date Elementary School March 14, 2014 – Poplar Elementary School March 17, 2014 – Almeria Middle School March 17, 2014 – Locust Elementary School March 17, 2014 – Palmetto Elementary School March 18, 2014 – Canyon Crest Elementary School March 19, 2014 – North Tamarind Elementary School March 20, 2014 – Almond Elementary School March 21, 2014 – Fontana High School April 1, 2014 – Sequoia Middle School April 2, 2014 – Summit High School April 3, 2014 – A.B. Miller High School April 3, 2014 – Randall-Pepper Elementary School April 7, 2014 – Fontana High School	School Site meetings were critical in hearing the voices of our students, teachers, building leaders and school staff.
Public Hearings June 4, 2014 – Public Hearing for the LCAP and 2014/2015 budget during board meeting June 18, 2014 – Board meeting to adopt the LCFF budget and LCAP	The final meeting marks the approval of the LCAP and indicates the Board's approval to move forward with implementing the plan.

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for ***each*** *state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students?** (based on identified metric)			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Goal 1 **Need:** Ensure that all teachers are assigned appropriately pursuant to Education Code. **Metric:** Percentage of teachers who are appropriately credentialed to teach in their designated areas. **Current State/Baseline** Secondary General Education teachers are at 99.54%. Secondary Special Education teachers are at 88.93%.	By the end of 2017, all students will be taught by teachers who are appropriately credentialed to teacher in their designated areas.	All Students	All Schools		Credential General Education 100% Special Education and Hard to Fill 90%	Credential General Education 100% Special Education and Hard to Fill 95%	Credential General Education 100% Special Education and Hard to Fill 100%	**A. Conditions of Learning** (1) Basic

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students?** (based on identified metric)			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Goal 2 **Need:** Purchase Common Core State Standards aligned textbooks and instructional materials. **Metrics:** - Textbook Adoption Status - Williams Audit **Current State/Baseline** K-5 CCSS-aligned bridge materials in Mathematics were purchased and implemented for all Elementary Schools in the 2013/2014 school year.	By 2017, all students will be educated with textbooks and instructional materials that are culturally relevant and aligned to the Common Core State Standards.	All Students	All Schools		Materials District will implement 100% of the adopted instructional materials in Mathematics for Grades 6-8 to ensure full alignment to the Common Core State Standards. District personnel and/or Curriculum Committee will select CCSS aligned Mathematics instructional materials for Grades 9-12. 100% of their recommendations will be implemented, pending board approval.	Materials District personnel and/or Curriculum Committee will select CCSS aligned instructional materials, including bridge materials, for TK-12 ELA. 100% of their recommendations will be implemented, pending board approval.	Materials District will purchase English Language Arts instructional materials, including bridge materials, for all grades. 100% of their recommendations will be implemented, pending board approval.	**A. Conditions of Learning** (1) Basic

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students?** (based on identified metric)			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Goal 3 **Need:** Provide all students with culturally relevant, Common Core State Common-Core aligned textbooks and intervention instructional materials. **Metrics:** - Smarter Balanced Assessment Consortium (SBAC), Common Formative Assessments - MAP Assessment - Read 180/System 44 assessments - Percent of identified students needing and receiving appropriate intervention services. **Current State/Baseline** 2013 CST Proficiency or Above rates: ELA: 46.8% Math: 50.2%	By 2017, all students will receive the necessary interventions in Math and Reading-English Language Arts and all instructional materials will be aligned to the Common Core State Standards.	All students achieving 2 or more years below grade level, including students who are socio-economically disadvantaged, English Learners, and students receiving Special Education services.	All Schools		District will review intervention materials for all grades and will make progress toward the adoption of intervention instructional materials for all grades to ensure full alignment to the Common Core State Standards. 2.5% growth for proficiency and above targets for ELA and Mathematics is the current district goal.	District will make progress toward the adoption of intervention instructional materials for all grades to ensure full alignment to the Common Core State Standards. The baseline for SBAC will be established when scores are released by CDE in the Fall 2015. Increase by 2.5% the number of students who score Proficient or Advanced in the areas of English Language Arts and Math on the SBAC.	District will make progress toward the adoption and implementation of intervention instructional materials for all grades to ensure full alignment to the Common Core State Standards. Increase by 2.5% the number of students who score Proficient or Advanced in the areas of English Language Arts and Math on the SBAC.	**B. Pupil Outcomes** (4) Pupil Achievement (8) Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals: Description of Goal	Goals: Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	Goals: School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric) LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017	Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Goal 4 **Need:** Ensure that all facilities are maintained and are in good repair and are equipped to accommodate 21st teaching and learning. **Metrics**: - Facilities Master Plan Williams Audit - Technology Audit - Principal Evaluation **Current State/Baseline** Currently, there is a 24 hour timeline for facility emergencies, 72 hours for facility safety issues, but no timeline for other work orders. No schools currently have campus beautification plans.	By 2017, all students will be educated in schools and classrooms that are conducive to learning, which includes classrooms that are well-maintained and in good repair, as well as equipped to accommodate 21st Century learning.	All Students	All Schools		Establish a timeline for the work order process to ensure that all necessary repairs are made in a timely fashion. Define replacement cycle of technology equipment based on technological needs. Conduct a District wide Technology Audit efficiency study to determine current and future instructional technology needs. All schools (100%) will create a campus beautification plan.	Decrease the completion time for work orders by 5% until the target timeline is reached. Implement technology replacement cycle. All schools (100%) will complete at least one campus beautification project.	Decrease the completion time for work orders by 5% until the target timeline is reached. Continue implementation and evaluate replacement cycle of technology equipment. All schools (100%) will complete at least their second campus beautification project.	**A. Conditions of Learning** (1) Basic

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students?** (based on identified metric)			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Goal 5 **Need:** Increase teachers' and building leaders' skill, and capacity to implement instructional practices and assessments aligned to the Common Core State Standards. **Metric:** Number of staff trained and number of Professional Development hours per staff member. Instructional Rounds Data **Current State/Baseline** Approximately 90% of teachers and building leaders have received a minimum of 6 hours of CCSS-aligned Professional Development during the 2013/2014 academic year.	By 2017, all students will be educated by teachers, instructional staff, and building leaders who have been trained and are aligning their instruction and assessments to the Common Core State Standards.	All Students	All Schools		At least 90% of English Language Arts and Math teachers (including those instructing English Learners and Special Education students), instructional staff, and building leaders will receive at least 6 hours of Professional Development needed to develop and present lessons that are guided by the Common Core State Standards. This PD will also include strategies for supporting students of poverty. Establish a District-wide Professional Development Calendar.	At least 90% of Science and Social Studies teachers, instructional staff, and building leaders will receive at least 6 hours of Professional Development needed to develop and present lessons that are guided by the Common Core State Standards. This PD will also include strategies for supporting students of poverty.	At least 90% of teachers in other content areas, instructional staff and building leaders will receive at least 6 hours of professional development needed to develop and present lessons that are guided by the Common Core State Standards. This PD will also include strategies for supporting students of poverty.	**A. Conditions of Learning** (2) Implementation of State Standards

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students?** (based on identified metric)			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Goal 6 **Need:** Increase teachers' and Principals' shared/distributive leadership capacity to lead, deliver, and supervise powerful classroom instruction. **Metrics:** - Leadership Teams Framework and Success Continuum - Instructional Rounds Data **Current State/Baseline** No schools currently have Instructional Leadership Teams as envisioned under this model.	By 2017, all students will be educated in schools led by teachers, instructional staff, and building leaders who have been trained and are implementing processes that support shared/ distributive instructional leadership to lead, deliver, and supervise powerful classroom instruction.	All Students	All Schools		100% of schools will establish and train representatives that will comprise Instructional Leadership Teams.	100% of school Instructional Leadership Teams will continue to train and support their site colleagues.	100% of school Instructional Leadership Teams will continue to train and support their site colleagues.	**A. Conditions of Learning** (2) Implementation of State Standards

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students?** (based on identified metric)			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Goal 7 **Need:** Develop student centered College/Career Academic Plans that specify the course of study and experiences needed to prepare students for college and work. **Metrics**: - College/Career Plan completion - Class of 2018: Graduation Survey - Course Enrollment **Current State/Baseline** Currently, at least 50% of ninth graders have College/Career plans, called Personal Learning Plans.	By 2017, all 9th grade students will develop a post-secondary College/Career Plan, will be enrolled in appropriate courses, and will be monitored until graduation.	All Students	All High Schools		100% of 9th Graders will have a College/Career Plan.	100% of 9th Graders will have a College/Career Plan. Monitor 10th Graders' progress on plan.	100% of 9th Graders will have a College/Career Plan. Monitor 10th and 11th Graders progress on plan.	**A. Conditions of Learning** (7) Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Goal 8 **Need:** Increase students' access to A-G courses. **Metrics:** - A-G Course Rosters - A-G Completion Rates **Current State/Baseline** 17.1% of students are on track to complete A-G University of California/Cal State University eligible courses.	By 2017, students' opportunities to enroll in courses required for graduation and UC/CSU admissions will increase by 15%.	All Students	All High Schools		Increase by 5% the number of 9th Graders who will be on track to complete A-G courses.	Increase by 5% the number of 9th Graders who will be on track to complete A-G courses. Monitor targeted 10th Graders.	Increase by 5% the number of 9th Graders who will be on track to complete A-G courses. Monitor targeted 10th and 11th Graders.	**A. Conditions of Learning** (7) Course Access **B. Pupil Outcomes** (8) Other Pupil Outcomes
Goal 9 **Need:** Increase students' access to Advanced Placement Courses. **Metrics:** - Course Enrollment - Master Schedules **Current State/Baseline** Approximately 4,116 students with duplicate classes and 2,369 without duplicate classes are enrolled in Advanced Placement Courses.	By 2017, the percent of students enrolled in 1 or more Advanced Placement (AP) course(s) will increase by 10%.	All Students	All High Schools		Increase by 2.5% the number of students enrolled in at least 1 AP course.	Increase by 2.5% the number of students enrolled in at least 1 AP course.	Increase by 5% the number of students enrolled in at least 1 AP course.	**A. Conditions of Learning** (7) Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals: Description of Goal	Goals: Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	Goals: School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric) LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017	Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Goal 10 **Need:** Increase students' access to relevant, College and Career Technical Education courses and experiences that will provide them with the 21st century skills needed for college and work. **Metrics:** - Partnerships with colleges, universities and industry partners - Course Enrollment - Master Schedules **Current State/Baseline** There are 9 of the 15 Common Core aligned Career/Technology pathways available to students in FUSD, including Art Media and Entertainment, Building Trades and Construction, Business & Finance, Health Science and Medical Technology, Hospitality, Tourism & Recreation, Marketing Sales & Services, Manufacturing and	By 2017, students will have access to a 5% annual increase in the number Career Technical Education pathways, industry-certification bearing courses, or internships/externships that are aligned to Common Core State Standards, University/Technical/ Trade schools.	All Students	All High Schools		The District will identify the current number of High School students that are enrolled in at least 1 AP course, Career Technology Education course, certification program or professional internship/ externship. The District will determine viable Career Technology Education pathways, industry-certification bearing courses, or internships/ externships that are aligned to Common Core State Standards University/Technical/ Trade schools and will identify potential innovative pathways per High School Program.	Increase student enrollment in at least 1 AP course, Career Technology Education course, certification program or professional internship /externship by 2%. The viable Career Technology Education pathways, industry-certification bearing courses, or internships/ externships that are aligned to Common Core State Standards University/Technical /Trade schools will increase by 1-2 innovative pathways per High School Program.	Increase student enrollment in at least 1 AP course, Career Technology Education course, certification program or professional internship /externship by 2%. The viable Career Technology Education pathways, industry-certification bearing courses, or internships/ externships that are aligned to Common Core State Standards, university/Technical/ Trade schools will maintain and/or increase by 1-2 innovative pathways per High School Program.	**A. Conditions of Learning** (7) Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Development, Public Services, and Transportation.								
Goal 11 **Need:** Increase the number of International Baccalaureate Course offerings and access. **Metric:** - New International Baccalaureate course offerings **Current State/Baseline** One High School currently offers a two-year International Baccalaureate (IB) Diploma programme. There are currently over 100 Juniors and Seniors participating in the program.	By 2017, our students will have access to an increased number of International Baccalaureate courses offered by High Schools.	All Students	All High Schools		Evaluate current International Baccalaureate courses and develop a plan for increasing the International Baccalaureate program offerings.	Implement 100% of Phase I of the International Baccalaureate expansion plan.	Implement 100% of Phase II of the International Baccalaureate expansion plan.	**A. Conditions of Learning** (7) Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students?** (based on identified metric)			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Goal 12 **Need:** Increase the percentage of students who are Proficient and Advanced in English-Language Arts and Math. **Metric**: - Benchmark Assessments, Smarter Balanced Assessment Consortium (SBAC), Common Formative Assessments - MAP Assessment - Read 180/System 44 assessments **Current State/Baseline** Current CST baseline for FUSD eligible students: English Language Arts: 46.8% Proficient and Advanced Math: 50.2% Proficient and Advanced	By 2017, all students will receive the supports needed to increase their performance on assessments in the areas of English Language Arts and Math.	All Students	All Schools		The current District goal is 5% growth for Proficiency and above in English Language Arts and Math. Set baseline and growth targets based on Smarter Balanced Assessment Consortium (SBAC) scores for students in the areas of English Language Arts and Math.	Increase by 2.5% the number of students who score Proficient or Advanced in the areas of English Language Arts and Math.	Increase by 2.5% the number of students who score Proficient or Advanced in the areas of English Language Arts and Math.	**B. Pupil Outcomes** (4) Pupil Achievement (8) Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students?** (based on identified metric)			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Goal 13 **Need**: Increase the percentage of students taking Advanced Placement Exams. **Metrics**: - Advanced Placement exam results - Advanced Placement exam registration - Advanced Placement mock registration **Current State/Baseline** 74% of FUSD students taking Advanced Placement Courses take the corresponding AP exam.	By 2017, 80% or more of FUSD students enrolled in Advanced Placement Courses will take the Advanced Placement exam.	All Students	All High Schools		Increase the number of students taking Advanced Placement exams to 75% or more of those students enrolled in the course.	Increase the number of students taking Advanced Placement exams to 78% or more of those students enrolled in the course.	Increase the number of students taking Advanced Placement exams to 80% or more of those students enrolled in the course.	**B. Pupil Outcomes** (4) Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students?** (based on identified metric)			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Goal 14 **Need**: Increase the percentage of students scoring a 3, 4, or 5 on Advanced Placement Exams. **Metrics**: - Advanced Placement exam results - Advanced Placement mock test results - Advanced Placement Audit **Current State/Baseline** 65% of students taking the Advanced Placement exam receive a score of 3 or higher.	By 2017, students taking the Advanced Placement exam will receive the supports needed to increase the percentage who receive a score of 3 or higher on the AP exams by at least 5%.	All Students	All High Schools		Since we are working to increase the number of students taking the Advanced Placement exams, we will maintain at 65% the number of students who take Advanced Placement exams and score 3 or higher on the exams.	Increase by at least 2.5%—from the previous year—the number of students who take Advanced Placement exams and score 3 or higher on the exams.	Increase by at least 2.5%—from the previous year—the number of students who take Advanced Placement exams and score 3 or higher on the exams.	**B. Pupil Outcomes** (4) Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Goal 15 **Need:** Our students need the opportunity to graduate from High School with college credits in order to accelerate their pathway to college and career. **Metric:** - College persistence rates - Course Analysis Audit - Course Enrollment Audit - Percentage of students graduating with college credits - AP Exam Scores **Current State/Baseline** Approximately 15.5% of graduating Seniors graduate with college credits.	By 2017, the number of students graduating with college credits will increase by 5% of those students who are eligible, as well as monitor college persistence rates for FUSD graduates.	All Students	All High Schools		Increase by 2.5% the number of students that graduate from High Schools with college credits. Establish at least one partnership with local community college and 4 year universities, which will allow our students to earn college credit while in High School. Establish 1 year baseline for college persistence rates for FUSD graduates.	Increase by 2.5% the number of students that graduate from High Schools with college credits. Maintain and expand partnerships with local community college and 4 year universities, which will allow our students to earn college credit while in High School. Establish 2 year baseline for college persistence rates for FUSD graduates.	Increase by 2.5% the number of students that graduate from High Schools with college credits. Maintain and expand partnerships with local community college and 4 year universities, which will allow our students to earn college credit while in High School. Establish 3 year baseline for college persistence rates for FUSD graduates.	**A. Conditions of Learning** (7) Course Access **C. Engagement** (5) Pupil Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Goal 16 **Need**: Increase the percentage of English Learners who make progress on the California English Language Development Test (CELDT). **Metric**: California English Language Development Test (CELDT) results **Current State/Baseline** 59% of students made adequate progress toward English proficiency from the previous year.	By 2017, students will receive the supports necessary to increase the percentage of English Learners who demonstrate at least one level of progress toward English Language Proficiency on the California English Language Development Test (CELDT) by 2% annually.	English Learners	All Schools		Increase by 2% the number of English Learners who will demonstrate at least one level of progress toward English Language Proficiency on the California English Language Development Test (CELDT).	Increase by 2% the number of English Learners who will demonstrate at least one level of progress toward English Language Proficiency on the California English Language Development Test (CELDT).	Increase by 2% the number of English Learners who will demonstrate at least one level of progress toward English Language Proficiency on the California English Language Development Test (CELDT).	**B. Pupil Outcomes** (4) Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Goal 17 **Need**: Increase the English Learner reclassification rate. **Metric**: CELDT results **Current State/Baseline** 11.07% of English Learner students are reclassified annually. 59% of students made adequate progress toward English proficiency from the previous year.	By 2017, students will receive the supports necessary to increase by 10% or more the English Learner reclassification rate.	English Learners	All Schools		The English Learner reclassification rate will increase by 2% or more.	The English Learner reclassification rate will increase by 3% or more.	The English Learner reclassification rate will increase by 5% or more.	**B. Pupil Outcomes** (4) Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students?** (based on identified metric)			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Goal 18 **Need**: Increase the percentage of students who meet their ACT growth targets. **Metrics**: - ACT mock test results - ACT test results **Current State/Baseline** 585 students took the ACT and scored an average of 18.8 which falls below the norm-referenced average growth.	By 2017, at least 55% of the students who take the ACT will achieve the norm-referenced average growth.	All Students	All High Schools		45% of students will make their ACT norm-referenced anticipated growth.	50% of students will make their ACT norm-referenced anticipated growth.	55% of students will make their ACT norm-referenced anticipated growth.	**B. Pupil Outcomes** (4) Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students?** (based on identified metric)			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Goal 19 **Need:** Increase passage rates on the California High School Exit Exam (CAHSEE) in English Language Arts and Math. **Metric**: CAHSEE results **Current State/Baseline** The 10th grade CAHSEE Census passage rate in English Language Arts is currently at a 79.5%. The 10th grade CAHSEE Census passage rate in Math for is currently at a 77.37%.	By 2017, at least 85% of students taking the 10th grade CAHSEE will receive a passing score in Math and English Language Arts and each targeted subgroup will increase by 5% points until the District's goal is achieved.	All Students	All High Schools		80% of all students taking the CAHSEE will receive a passing score in Math and English Language Arts and each targeted subgroup will increase by 2% points until the District's goal is achieved.	82% of all students taking the CAHSEE will receive a passing score in Math and English Language Arts and each targeted subgroup will increase by 2% points until the District's goal is achieved.	85% of all students taking the CAHSEE will receive a passing score in Math and English Language Arts and each targeted subgroup will increase by 5% points until the District's goal is achieved.	**B. Pupil Outcomes** (4) Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students?** (based on identified metric)			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Goal 20 **Need**: Increase the number of students who study a foreign language, visual arts, and performing arts. **Metric:** - Course Enrollment - End of Course Assessments **Current State/Baseline** In the 2013/2014 school year, 6,917 High School students and 1,521 Middle School students enrolled in foreign language, visual arts and/or performing arts courses.	By 2017, 20% or more FUSD students will have access to and will be enrolled in courses in world language, visual arts, and performing arts.	All Students	All Schools		15% or more of students will enroll in foreign language, visual arts, and performing arts courses.	17% or more of students will enroll in foreign language, visual arts, and performing arts courses.	20% or more of students will enroll in foreign language, visual arts, and performing arts courses.	**A. Conditions of Learning** (7) Course Access **B. Pupil Outcomes** (8) Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students?** (based on identified metric)			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Goal 21 **Need**: Increase the parent input and feedback on key school and district decisions. **Metric**: - Committee, advisory and council representation - Strategic Planning Committees - Surveys **Current State/Baseline** 100% of Parents/ Guardians and other key stakeholders had the opportunity to provide input on the LCAP.	By 2017, 100% of Parents/Guardians and other key stakeholders will have the opportunity to provide input on the future direction and initiatives of the District.	All Parents/ Guardians and Other Stakeholders.	All Schools		90% of Parents/Guardians and other key stakeholders will have the opportunity to provide input in developing the future direction of the District via councils, committees, advisories and or surveys. Increase efforts to involve other stakeholders in key school and District decisions.	95% of Parents/Guardians and other key stakeholders will have the opportunity to provide input in developing the future direction of the District via councils, committees, advisories and or surveys. Increase efforts to involve other stakeholders in key school and District decisions.	100% of Parents/Guardians and other key stakeholders will have the opportunity to provide input in developing the future direction of the District via councils, committees, advisories and or surveys. Increase efforts to involve other stakeholders in key school and District decisions.	**C. Engagement** (3) Parent Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students?** (based on identified metric)			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Goal 22 **Need**: Increase communication with parents and other stakeholders. **Metrics**: - Newsletters - Parent-Connect - Social Media - Surveys - Website **Current State/Baseline** 100% of all required notifications are currently shared in a timely manner and distributed in English and Spanish. 90% of relevant District data, as determined by stakeholder input, is currently posted on the District website in English and Spanish.	By 2017, all students, parents and community will receive information that is shared in a timely manner and that is distributed in English and Spanish.	All Students and Stakeholders	All Schools		92% of relevant District data, as determined by stakeholder input, will be posted on the district website in English and Spanish.	95% of relevant District data, as determined by stakeholder input, will be distributed in an annual report to the community and will be posted on the district website in English and Spanish	100% of relevant District data, as determined by stakeholder input, will be distributed in a quarterly report to the community and will be posted on the District website in families' home language.	**C. Engagement** (3) Parent Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students?** (based on identified metric)			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Goal 23 **Need**: Increase parents' knowledge of and participation in educational processes and initiatives. **Metric**: - Committees - Courses for families on curriculum and programs - Meeting Agendas, Minutes, **Current State Baseline** Several methods to inform students and parents exist but will become more coherent.	By 2017, all students and parents will have the opportunity to gain knowledge of academic and operational information and expectations to ensure preparation for College and Career.	All Students and Parents	All Schools		At least 90% of parents will have access to information sessions related to academic/ instructional initiatives such as Common Core State Standards, Textbook adoptions, and content-specific trainings.	At least 95% of parents will have access to information sessions related to academic/ instructional initiatives such as Common Core State Standards, Textbook adoptions, and content-specific trainings.	All parents will have access to information sessions related to academic/ instructional initiatives such as Common Core State Standards, Textbook adoptions, and content-specific trainings.	**C. Engagement** (3) Parent Involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students?** (based on identified metric)			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Goal 24 **Need:** Increase partnership opportunities with the business community and universities. **Metrics:** - Increased opportunities for students - New partnerships - High School Graduation Rate - Course Enrollment **Current State/Baseline** Approximately 20 business and university partnerships exist in the District.	By 2017, all students will have access to newly established and/or enhanced partnerships with local businesses and universities in order to provide students with rigorous and relevant College and Career opportunities.	All Students and Stakeholders	All Schools		The District will establish and/or enhance partnerships with at least 1 additional local business and/or university in order to provide students with rigorous and relevant College and Career opportunities.	The District will establish and/or enhance partnerships with at least 2 additional local businesses and/or universities in order to provide students with rigorous and relevant College and Career opportunities.	The District will establish and/or enhance partnerships with at least 3 additional local businesses and/or universities in order to provide students with rigorous and relevant College and Career opportunities.	**A. Conditions of Learning** (7) Course Access **C. Engagement** (5) Pupil Engagement
Goal 25 **Need**: Increase attendance rates at each school site while simultaneously reducing rates of chronic absenteeism. **Metric**: Average Daily Attendance Reports **Current State/Baseline**	By 2017, students will receive the supports and incentives needed to maintain attendance rates above the state average.	All Students	All Schools, with particular supports provided to the Middle Schools, High Schools, and Continuation Schools.		The District will maintain attendance above the state average.	The District will maintain attendance above the state average.	The District will maintain attendance above the state average.	**C. Engagement** (5) Pupil Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Elementary 97.16% Middle 96.71% High 96.16% Continuation94.23% District 96.07%								
Goal 26 **Need:** Increase graduation rates at each High School site. **Metrics:** - Attendance Reports - CALPADs - On-track Reports **Current State/Baseline** Graduation Rate 85% HS Dropout Rate 9.3% MS Dropout Rate .185%	By 2017, more students need to graduate from High School, resulting in graduation rates of at least 87% and subgroups to increase annually to reach the District's 87% goal.	All students	All Schools, with particular supports provided to the Middle Schools, High Schools and Continuation Schools		The District will increase graduation rates to at least 83%. Subgroup graduation rates will increase at least 2% annually in order to reach the District's 87% goal.	The District will increase graduation rates to at least 85%. Subgroup graduation rates will increase at least 2% annually in order to reach the District's 87% goal.	The District will increase graduation rates to at least 87%. Subgroup graduation rates will increase at least 2% annually in order to reach the District's 87% goal.	**C. Engagement** (5) Pupil Engagement
Goal 27 **Need:** Decrease suspension and expulsion rates at all schools in the District. **Metric** - CALPADs - Suspension Reports and Data **Current State/Baseline** Total: 1007 Hispanic: 740	By 2017, the number of students who are suspended will decrease at least 10% and the number of Hispanic, Special Education, and African- American males' suspension will be reduced by 15% in order to ensure that we are below state averages for discipline.	All Students	All Schools		The District will decrease the number of students who are suspended by at least 10% and will reduce the number of Hispanic, Special Education, and African-American males' suspension by at least 15%. District will also maintain a suspension/	The District will set a new baseline and growth targets as this will be the first year that a consistent District Code of Conduct is in place for student suspensions and expulsions. District will also continue to maintain a suspension/ expulsion rate that is	District will continue to maintain a suspension/ expulsion rate that is below the state average.	**C. Engagement** (5) Pupil Engagement (6) School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	**Goals**			**Annual Update: Analysis of Progress**	**What will be different/improved for students?** (based on identified metric)			**Related State and Local Priorities** (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
African American: 194 Special Education: 282					expulsion rate that is below the state average.	below the state average		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroups** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		**LCAP YEAR Year 1: 2014/2015**	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**	
Goal 28 **Need**: Increase overall safety in each school and improve the school climate and culture. **Metrics**: - Climate Survey - Disciple Reports **Current State/Baseline** District Safety Officers are currently assigned to schools as follows: High – 4 or 5 each Continuation – 2 each Middle – 1 each Approximately 83% of schools currently implement character building and moral development programs.	By 2017, students and schools will receive the supports needed to promote increased safety, character building, and moral development.	All Students	All Schools		The District will increase the total number of District Safety Officers by 4, to be assigned to schools of highest need as determined by infraction data and/or safety concerns. The District will expand positive behavior supports in all schools.	The District will increase the total number of District Safety Officers by 4, to be assigned to schools of highest need as determined by infraction data and/or safety concerns. The District will maintain positive behavior supports in all schools.	The District will increase the total number of District Safety Officers by 4, to be assigned to schools of highest need as determined by infraction data and/or safety concerns. The District will maintain positive behavior supports in all schools.	**C. Engagement** (6) School Climate

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014/2015	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**
Goal 1 By the end of 2017, all students will be taught by teachers who are appropriately credentialed to teacher in their designated areas.	**A. Conditions of Learning** (1) Basic	Provide funding for Verification Process Special Settings and California Subject Examinations for Teachers for subject-matter competencies.	All Schools (LEA-wide)		Fund $2000 per year for Verification Process Special Settings and/*or* California Subject Examinations for Teacher for non-Highly Qualified Teachers Title II.	Fund $2000 per year for Verification Process Special Settings and/*or* California Subject Examinations for Teacher for non-Highly Qualified Teachers Title II.	Fund $2000 per year for Verification Process Special Settings and/*or* California Subject Examinations for Teacher for non-Highly Qualified Teachers Title II.
Goal 2 By 2017, all students will be educated with textbooks and instructional materials that are culturally relevant and aligned to the Common Core State Standards.	**A. Conditions of Learning** (1) Basic	Provide/purchase adopted text and/or supplementary materials (including Professional Development for teachers and admin regarding use).	All Schools (LEA-wide)		Cost to print and/or purchase adopted instructional materials and/or textbooks for Math up to $2.2 million for Middle School adoption and for Advanced Placement Texts (including Professional Development for teachers and admin regarding use).	Cost to print and/or purchase adopted instructional materials and/or textbooks for Math including Professional Development for teachers and admin regarding use, up to $10,000,000.	Cost to print and/or purchase adopted instructional materials and/or textbooks for Math utilizing remaining balance of the $10,000,000 allocation and up to $10,000,000 for English Language Arts (including Professional Development for teachers and admin regarding use).

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017
Goal 3 **Action 3.1** By 2017, all students will receive the necessary interventions in Reading-English Language Arts and all instructional materials will be aligned to the Common Core State Standards.	*See Section 3B, Page 56*	*See Section 3B, Page 56*	*See Section 3B, Page 56*		*See Section 3B, Page 56*	*See Section 3B, Page 56*	*See Section 3B, Page 56*

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017
Goal 3 **Action 3.2** By 2017, all students will receive the necessary interventions in Math and all instructional materials will be aligned to the Common Core State Standards.	*See Section 3B, Page 56-57*	*See Section 3B, Page 56-57*	*See Section 3B, Page 56-57*		*See Section 3B, Page 56-57*	*See Section 3B, Page 56-57*	*See Section 3B, Page 56-57*

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017
Goal 4 By 2017, all students will be educated in schools and classrooms that are conducive to learning, which includes classrooms that are well-maintained and in good repair, as well as equipped to accommodate 21st Century learning.	**A. Conditions of Learning** (1) Basic	Upgrade/maintain/replace computing devices including desktop computers, laptop computers, and tablets. Replace as need. Partner with community and parent organizations to fund and support campus beautification. Implement the recommendations of the facilities audit (conducted in May/June 2014).	All Schools (LEA-wide)		Purchase/update/replace approximately 3,500 technology devices and the software required to support them. $3,500,000 Common Core Implementation funds.	Purchase/update/replace approximately 3,500 technology devices and the software required to support them. $3,500,000	Purchase/update/replace approximately 3,500 technology devices and the software required to support them $3,500,000.

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014/2015	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**
Goal 5 **Action 5.1** By 2017, all students will be educated by teachers, instructional staff, and building leaders who have been trained and are aligning their instruction to the Common Core State Standards.	*See Section 3B, Page 57-58*	*See Section 3B, Page 57-58*	*See Section 3B, Page 57-58*	*See Section 3B, Page 57-58*	*See Section 3B, Page 57-58*	*See Section 3B, Page 57-58*	*See Section 3B, Page 57-58*

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017
Goal 5 **Action 5.2** By 2017, all students will be educated by teachers, instructional staff, and building leaders who have been trained and are aligning their instruction and assessments to the Common Core State Standards.	**A. Conditions of Learning** (2) Implementation of State Standards		All Elementary and Middle Schools		Measures of Academic Progress (MAP) Assessment Fall Training 8 days @ $3,700/day = $29,600 Measures of Academic Progress (MAP) Assessment Teacher/Admin Materials 680 @ $15 per unit = $10,200	Measures of Academic Progress (MAP) Assessment Fall Training 8 days @ $3,700/day = $29,600 Measures of Academic Progress (MAP) Assessment Teacher/Admin Materials 680 @ $15 per unit = $10,200	Measures of Academic Progress (MAP) Assessment Fall Training 8 days @ $3,700/day = $29,600 Measures of Academic Progress (MAP) Assessment Teacher/Admin Materials 680 @ $15 per unit = $10,200
Goal 6 By 2017, all students will be educated in schools led by teachers, instructional staff, and building leaders who have been trained and are implementing processes that support shared/distributive instructional leadership to lead, deliver, and supervise powerful classroom instruction.	**A. Conditions of Learning** (2) Implementation of State Standards	All teachers and building leaders will be trained in processes that will support shared/distributive instructional leadership, Pupil Achievement, Common Core State Standards implementation, and progress monitoring. (Instructional Leadership Teams and Professional Learning Community).	All Schools (LEA-wide)		Instructional Leadership Training centered around Common Core, Coaching, and Instructional Rounds. $355,000	Instructional Leadership Training centered around Common Core, Coaching, and Instructional Rounds. $355,000	Instructional Leadership Training centered around Common Core, Coaching, and Instructional Rounds. $355,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017
Goal 7 By 2017, all 9th grade students will develop a post-secondary College/Career Plan, will be enrolled in appropriate courses and will be monitored until graduation.	**A. Conditions of Learning** (7) Course Access	Hire and/or Train College and Career Personnel to spearhead and support all College and Career readiness efforts. Provide a planning and tracking system for students, parents, and educators to ensure that students are on-track to graduate College and Career ready. This system will also include special metrics for FUSD foster youth, English Learners, and socio-economically disadvantaged youth.	All Middle and High Schools		Hire 1 FTE Director, College and Career Readiness to Supervise: $145,857 Naviance Program will be piloted in 2 High Schools and in 2 Middle Schools to establish baseline data. Naviance provides digitized 4-6 year plans and college-tracking. Up to $75,000 College and Career Readiness Training for School Counselors. Up to $10,000	Maintain1 FTE Director, College and Career Readiness: $145,857 Expand Naviance Program based on pilot data. Up to $122,000 College and Career Readiness Training for School Counselors. Up to $10,000	Maintain1 FTE Director, College and Career Readiness: $145,857 Expand Naviance Program based on pilot data. Up to $122,000 College and Career Readiness Training for School Counselors. Up to $10,000
Goal 8 By 2017, students' opportunities to enroll in courses required for graduation and UC/CSU admissions will increase by 15%.	**A. Conditions of Learning** (7) Course Access **B. Pupil Outcomes** (8) Other Pupil Outcomes	Hire and/or Train College and Career Personnel to spearhead and support all College and Career readiness efforts. Provide a planning and tracking system for students, parents, and educators to ensure that students are on-track to graduate College and Career ready.	All Middle and High Schools		Implement the Naviance Program to track students. PSAT for all 10th Graders. $33,000 Training for School Counselors. Up to $10,000	Implement the Naviance Program to track students. PSAT for all 10th Graders. $33,000 Training for School Counselors. Up to $10,000	Implement the Naviance Program to track students. PSAT for all 10th Graders. $33,000 Training for School Counselors. Up to $10,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017
Goal 9 By 2017, the percent of students enrolled in 1 or more Advanced Placement courses will increase by 10%.	**A. Conditions of Learning** (7) Course Access	Hire and/or Train College and Career Personnel to spearhead and support all College and Career readiness efforts. Provide a planning and tracking system for students, parents, and educators to ensure that students are on-track to graduate College and Career ready.	All Comprehensive High Schools		Advanced Placement/International Baccalaureate Grant Match at $24,000 per school x 5 High Schools = $120,000	Advanced Placement/International Baccalaureate Grant Match at $24,000 per school x 5 High Schools = $120,000	Advanced Placement/International Baccalaureate Grant Match at $24,000 per school x 5 High Schools = $120,000
Goal 10 By 2017, students will have access to a 5% annual increase in the number Career Technical Education pathways, industry-certification bearing courses, or internships/externships that are aligned to Common Core State Standards, University/Technical/Trade schools.	**A. Conditions of Learning** (7) Course Access	Hire and/or Train College and Career Personnel to spearhead and support all College and Career readiness efforts. Provide a planning and tracking system for students, parents, and educators to ensure that students are on-track to graduate College and Career ready.	All High Schools		Realign Career Technical Education programs at all High Schools to conform to a core set of pathways. The pathways will be aligned to current industry standards and certifications. Administrative costs for existing personnel time to complete task $5,000	Realign Career Technical Education programs at all High Schools to conform to a core set of pathways. The pathways will be aligned to current industry standards and certifications. Administrative costs for existing personnel time to complete task $5,000	Realign Career Technical Education programs at all High Schools to conform to a core set of pathways. The pathways will be aligned to current industry standards and certifications. Administrative costs for existing personnel time to complete task $5,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017
Goal 11 By 2017, our students will have access to an increased number of International Baccalaureate courses offered by High Schools.	**A. Conditions of Learning** (7) Course Access	Conduct a full course schedule audit to determine current and needed courses to develop robust International Baccalaureate Programs.	All High Schools		There will be a full course audit conducted by the end of the 2014/2015 school year. This will be conducted by Research, Evaluation, and Assessment. Administrative costs for existing personnel time to complete task $5,000 International Baccalaureate testing and program operation. $50,000 Advanced Placement/International Baccalaureate Grant Match of $120,000	International Baccalaureate testing and program operation. $50,000 Advanced Placement/International Baccalaureate Grant Match of $120,000	International Baccalaureate testing and program operation. $50,000 Advanced Placement/International Baccalaureate Grant Match of $120,000
Goal 12 By 2017, all students will receive the supports needed to increase their performance on assessments in the areas of English Language Arts and Math.	**B. Pupil Outcomes** (4) Pupil Achievement (8) Other Pupil Outcomes	**Action 12.1** Purchase nationally normed assessments to measure students' academic progress and train/support teachers to use these assessment results to inform their instruction.	All Elementary and Middle Schools		Implement Measures of Academic Progress MAPS Assessments K-8 26,600 @ $12.50 per unit = $332,500 PK 2,200 @ $12.50 per unit = $27,500	Implement Measures of Academic Progress MAPS Assessments K-8 26,600 @ $12.50 per unit = $332,500 PK 2,200 @ $12.50 per unit = $27,500	Implement Measures of Academic Progress MAPS Assessments K-8 26,600 @ $12.50 per unit = $332,500 PK 2,200 @ $12.50 per unit = $27,500

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017
Goal 12 By 2017, all students will receive the supports needed to increase their performance on assessments in the areas of English Language Arts and Math.	**B. Pupil Outcomes** (4) Pupil Achievement (8) Other Pupil Outcomes	**Action 12.2** Hire, train and/or maintain high quality staff that is trained to deliver Common Core State Standards - driven instruction and to provide necessary intervention.	All Schools (LEA-wide)		Hire/train/support Common Core State Standards coaches/Teacher on Assignment: $105,525 per employee x 12 = $1,266,300	Hire/train/support Common Core State Standards coaches/Teacher on Assignment: $105,525 per employee x 12 = $1,266,300	Hire/train/support Common Core State Standards coaches/Teacher on Assignment: $105,525 per employee x 12 = $1,266,300

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017
Goal 13 By 2017, 80% or more of FUSD students enrolled in Advanced Placement Courses will take the Advanced Placement exam.	**B. Pupil Outcomes** (4) Pupil Achievement	Determine incentives to motivate students to take the Advanced Placement Exam and identify and remove any barriers that hinder students from taking the Advanced Placement Exam.	All High Schools		Advanced Placement Insight teacher Professional Development/resources - $16,000	Advanced Placement Insight teacher Professional Development/resources - $16,000	Advanced Placement Insight teacher Professional Development/resources - $16,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017
Goal 14 By 2017, students taking the Advanced Placement exam will receive the supports needed to increase the percentage who receive a score of 3 or higher on the exams by at least 5%.	**B. Pupil Outcomes** (4) Pupil Achievement	Increase the number of academic resources and supports for students who have difficulty with Advanced Placement Content.	All High Schools		Advanced Placement Insight which includes: Online support/resources (including lesson development) for challenge areas for AP Biology. AP Biology (150) $14.25 per student x 150 = $2,137.50 $320 per teacher, per subject, per year x 3 teachers = $960 Provide Advanced Placement/International Baccalaureate Grant Match – refer to goal 11	Advanced Placement Insight which includes: Online support/resources (including lesson development) for challenge areas for AP Biology, Chemistry, and World History. AP Biology (67)/ Chemistry (159)/World History(539) - $14.25 per student x 765 = $10,901.25 $320 per teacher, per subject, per year x 13 teachers = $4,160 Provide Advanced Placement/International Baccalaureate Grant Match– refer to goal 11	Advanced Placement Insight which includes: Online support/resources (including lesson development) for challenge areas for AP Biology, Chemistry, and World History. AP Biology (67)/ Chemistry (159)/World History (539) - $14.25 per student x 765 = $10,901.25 $320 per teacher, per subject, per year x 13 teachers = $4,160 Provide Advanced Placement/International Baccalaureate Grant Match– refer to goal 11
Goal 15 By 2017, the number of students graduating with college credits to increase by 5% of those students who are eligible.	**A. Conditions of Learning** (7) Course Access **C. Engagement** (5) Pupil Engagement	Hire and/or Train College and Career Personnel to spearhead and support all College and Career readiness efforts. Provide a planning and tracking system for students, parents, and educators to ensure that students are on-track to graduate college and career ready.	All High Schools		National Student Clearinghouse $425 per High School x 7 = $2,975	National Student Clearinghouse $425 per High School x 7 = $2,975	National Student Clearinghouse $425 per High School x 7 = $2,975

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014/2015	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**
Goal 16 By 2017, students will receive the supports necessary to increase the percentage of English Learners who demonstrate at least one level of progress toward English Language Proficiency on the California English Language Development Test (CELDT) by 2% annually.	*See Section 3B, Page 58-60*	*See Section 3B, Page 58-60*	*See Section 3B, Page 58-60*	*See Section 3B, Page 58-60*	*See Section 3B, Page 58-60*	*See Section 3B, Page 58-60*	*See Section 3B, Page 58-60*
Goal 17 By 2017, students will receive the supports necessary to increase by 10% or more the English Language Learner reclassification rate.	*See Section 3B, Page 61-62*	*See Section 3B, Page 61-62*	*See Section 3B, Page 61-62*	*See Section 3B, Page 61-62*	*See Section 3B, Page 61-62*	*See Section 3B, Page 61-62*	*See Section 3B, Page 61-62*
Goal 18 By 2017, at least 55% of the students who take the ACT will achieve the norm-referenced average growth.	**B. Pupil Outcomes** (4) Pupil Achievement	Provide students with ACT preparation workshops and mock tests.	All High Schools 9-11 Grades		ACT Aspire digital, longitudinal assessment system. Full Battery (English Language Arts, Math, Reading, Science) - CBT @ $11.70 per student Grade 9 - $35,100 Grade 10 - $36,270 Offer ACT during the school day Grade 11 - $117,000	ACT Aspire digital, longitudinal assessment system, Full Battery (English Language Arts, Math, Reading, Science) - CBT @ $23.40 per student Grade 9 - $70,200 Grade 10 - $72,540 Offer ACT during the school day Grade 11 $234,000	ACT Aspire digital, longitudinal assessment system. Full Battery (English Language Arts, Math, Reading, Science) - CBT @ $23.40 per student Grade 9 - $70,200 Grade 10 - $72,540 Offer ACT during the school day Grade 11 $234,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017
Goal 19 By 2017, at least 85% of students taking the 10th grade CAHSEE will receive a passing score in Math and English Language Arts and each targeted subgroup will increase by 5% points until the District's goal is achieved.	**B. Pupil Outcomes** (4) Pupil Achievement	Provide Students with CAHSEE preparation.	All 8-10th Grade Students		Provide CAHSEE preparation and intervention support for students. $210,000	Provide CAHSEE preparation and intervention support for students. $210,000	Provide CAHSEE preparation and intervention support for students. $210,000
Goal 20 By 2017, 20% or more FUSD students will have access to and will be enrolled in courses in world language, visual arts, and performing arts.	**A. Conditions of Learning** (7) Course Access **B. Pupil Outcomes** (8) Other Pupil Outcomes	Provide students with more world language and arts and music opportunities. In regards to World Languages, refer to Goal 16 for the following action details and expenditures: Implement Seal of Biliteracy Program (Department of EL Services). Refer to Goal 16. Research, explore and develop a plan to implement Pathways to Biliteracy and Dual Language Immersion Programs (Department of EL Services). Refer to Goal 16 Pathways to Biliteracy include world language programs and courses at Elementary, Middle, and High School levels. Refer to Goal 16	All Schools (LEA-wide)		Assess the feasibility of expanding the instrumental and choral music to every site. Hire 1 Full-time Equivalent Principal on Assignment for Visual and Performing Arts (VAPA) $127,806 Increase the sections of instrumental and choral music at the Middle and High School levels. This will be cost neutral as existing course selections will be adjusted to accommodate the increased sections within the current personnel allocation. Research and develop a plan for the addition of Advanced Placement courses, including AP Music Theory, AP Studio Art, and AP Art History at the High School level.	Maintain 1 Full-time Equivalent Principal on Assignment for Visual and Performing Arts (VAPA) $127,806 Increase the sections of instrumental and choral music at the Middle and High School levels. This will be cost neutral as course selections will be adjusted within the current personnel allocation. Add additional Advanced Placement courses including AP Music Theory, AP Studio Art, and AP Art History at the High School level. This is cost neutral as existing course sections are not currently filled to	Maintain 1 Full-time Equivalent Principal on Assignment for Visual and Performing Arts (VAPA) $127,806 Increase the sections of instrumental and choral music at the Middle and High School levels. This will be cost neutral as course selections will be adjusted within the current personnel allocation. Add additional Advanced Placement courses including AP Music Theory, AP Studio Art, and AP Art History at the High School level. This is cost neutral as existing course sections are not currently filled to

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017
						enrollment capacity. Course assignments will be adjusted to create additional AP course offerings. $18,000	enrollment capacity. Course assignments will be adjusted to create additional AP course offerings. $18,000
					Hire 2 Full-time Equivalent music teachers at the Elementary level. $211,000	Hire 2 additional Full-time Equivalent music teachers and maintain existing 2 Full-time Equivalent music teachers at the Elementary level. $422,000	Maintain 4 Full-time Equivalent music teachers at the Elementary level. $422,000
					Repair Instruments $12,000	Repair Instruments $12,000	Repair Instruments $12,000
					Refer to Goal 16 for details regarding World Languages: Seal of Biliteracy Program. Refer to Goal 16 EL/World Languages TOA. Refer to Goal 16 EL TOA-Dual Immersion. Refer to Goal 16 World Language course curricular materials for Middle School. Refer to Goal 16	Refer to Goal 16 for details regarding World Languages: Seal of Biliteracy Program. Refer to Goal 16 EL/World Languages TOA. Refer to Goal 16 EL TOA-Dual Immersion. Refer to Goal 16 World Language course curricular materials for Middle School. Refer to Goal 16	Refer to Goal 16 for details regarding World Languages: Seal of Biliteracy Program. Refer to Goal 16 EL/World Languages TOA. Refer to Goal 16 EL TOA-Dual Immersion. Refer to Goal 16 World Language course curricular materials for Middle School. Refer to Goal 16

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014/2015	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017
Goal 21 By 2017, 100% of students' parents and other stakeholders will have the opportunity to provide input on the future direction and initiatives of the District.	**C. Engagement** (3) Parent Involvement	Aligned with Local Education Agency Plan Goals 4A-D, Local Education Agency Plan Action 4D21, and SPSA Goals 4.1-4.3, hire one FTE Coordinator of Family, School, Community Engagement and one FTE Sr. Secretary. This position would support the site level Community Aides in implementing site level engagement programs and activities.	All Schools (LEA-wide)		Hire one Full-time Equivalent Coordinator of Family, School, Community Engagement $130,000 (Classified or Certificated) split 50/50% between Title I Admin and LCFF Supplemental and Concentration funds. Hire one Full-time Equivalent Secretary $61,500 split 50/50% between Title I Admin and LCFF Supplemental and Concentration funds. Develop a multi-year District strategic and communication plan. Administrative costs for existing personnel time to complete task $5,000	Maintain one Full-time Equivalent Coordinator of Family, School, Community Engagement $130,000 split 50/50% between Title I Admin and LCFF Supplemental and Concentration funds. Maintain one Full-time Equivalent Secretary $61,500 split 50%/50% between Title I Admin and LCFF Supplemental and Concentration funds.	Maintain one Full-time Equivalent Coordinator of Family, School, Community Engagement $130,000 split 50/50% between Title I Admin and LCFF Supplemental and Concentration funds. Maintain one Full-time Equivalent Secretary $61,500 split 50%/50% between Title I Admin and LCFF Supplemental and Concentration funds.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017
Goal 22 By 2017, all students, parents and community will receive information that is shared in a timely manner and that is distributed in English and Spanish and families' home language.	**C. Engagement** (3) Parent Involvement	Develop digital dashboards that presenting current student and operational data in order to provide expedited access to key pieces of data it would benefit District stakeholders including English Learners, socio-economically disadvantaged students, and foster youth. Inform parents of District and School Site mandatory and supplemental written and oral communication through District website, form, documents, automated calls, newsletters, announcements, etc. Establish and implement a base level for written translations and oral interpretations services based upon language represented as 15% of site population, EL subgroups, and required IEP meetings.	All Schools (LEA-wide)		Develop Digital data dashboards development and implementation of this system is $250,000. Add 9 additional District Spanish Language Translators and maintain 5 existing Translators. Refer to Goal 16 Provide Professional Development for District Translators. Refer to Goal 16	Maintenance and upgrades to digital data dashboard costs will be determined after first year of implementation. No costs associated with this maintenance. Maintain 14 existing District Spanish Language Translators. Refer to Goal 16 Provide Professional Development for District Translators. Refer to Goal 16	Maintenance and upgrades to digital data dashboard. Purchase of replacement server. $15,000. Maintain 14 existing District Spanish Language Translators. Refer to Goal 16 Provide Professional Development for District Translators. Refer to Goal 16

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017
Goal 23 By 2017, all students and parents will have the opportunity to gain knowledge of academic and operational information.	**C. Engagement** (3) Parent Involvement	Expand new Chief of Staff Position to support and engage parents and community. Provide training, workshops, learning opportunities, and supports for parents to fully understand the nuances of programs, standards, and assessments such as Common Core, Advanced Placement, A-G, Advanced Placement, and International Baccalaureate programs.	All schools (LEA-wide)		Support Chief of Staff and Principals to liaise with families and community. Refer to goal 21 for associated costs. Share AP online support/information for parents - Free of charge from College Board $0	Support Chief of Staff and Principals to liaise with families and community. Refer to goal 21 for associated costs. Share AP online support/information for parents - Free of charge from College Board $0	Support Chief of Staff and Principals to liaise with families and community. Refer to goal 21 for associated costs. Share AP online support/information for parents - Free of charge from College Board $0
Goal 24 By 2017, all students will have access to newly established and/or enhanced partnerships with local businesses and universities in order to provide students with rigorous and relevant College and Career opportunities.	**A. Conditions of Learning** (7) Course Access **C. Engagement** (5) Pupil Engagement	Hire a Director, Grants and Funding Development Develop a Fontana Foundation for Education	All Schools (LEA-wide)		Hire one Full-time Equivalent Director, Grants and Funding Development. $145,857	Maintain one Full-time Equivalent Director, Grants and Funding Development. $145,857	Maintain one Full-time Equivalent Director, Grants and Funding Development. $145,857
Goal 25 By 2017, students will receive the supports and incentives needed to maintain attendance rates above the state average.	**C. Engagement** (5) Pupil Engagement	Provide students and schools with forums to develop and determine incentives.	All High Schools		Establish a Superintendent's Student Council and develop plan for attendance supports and incentives. Administrative costs for existing personnel time to complete task $2,000		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017
Goal 26 By 2017, more students need to graduate from high school, resulting in graduation rates of at least 87% and subgroups to increase annually to reach the district's 87% goal.	**C. Engagement** (5) Pupil Engagement	Provide one FTE position to support the site level School Outreach Liaisons with implementing a comprehensive dropout prevention and recovery program modeled after SB65 and as aligned with Local Education Agency Plan Goal 5B. This program will also focus on foster youth.	All Schools (LEA-wide)		Hire one Full-time Equivalent Coordinator, Alternative Education Programs position. $130,000	Maintain one Full-time Equivalent Coordinator, Alternative Education Programs position. $130,000	Maintain one Full-time Equivalent Coordinator, Alternative Education Programs position. $130,000
Goal 27 By 2017, the number of students who are suspended will decrease at least 10% and the number of Hispanic, Special Education, and African- American boys' suspension will be reduced by 20%, and/or the District will maintain averages for suspension and expulsion data that is below the state average.	**C. Engagement** (5) Pupil Engagement (6) School Climate	Implement a systems approach to provide students and schools with a positive behavioral intention support.	All Schools (LEA-wide)		Develop a District wide Code of Conduct. Implement Positive Behavior Interventions and Supports. $42,544 Pilot a Dean of Discipline at a Middle School $108,525	Develop a District wide Code of Conduct. Implement Positive Behavior Interventions and Supports. $42,544 Maintain Dean of Discipline at a Middle School $108,525	Develop a District wide Code of Conduct. Implement Positive Behavior Interventions and Supports. $42,544 Maintain Dean of Discipline at a Middle School $108,525
Goal 28 By 2017, students and schools will receive the supports needed to promote increased safety, character building and moral development.	**C. Engagement** (6) School Climate	Provide a District Safety Officer at sites with the greatest need and conduct a needs assessment at each site to determine the number of DSOs needed in future years.	All Schools (LEA-wide)		5 District Safety Officers $336,733	Maintain 5 District Safety Officers $336,733	5 District Safety Officers $336,733

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014/2015	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**
Goal 3 By 2017, all students will receive the necessary interventions in Reading-English Language Arts and all instructional materials will be aligned to the Common Core State Standards.	**B. Pupil Outcomes** (4) Pupil Achievement (8) Other Pupil Outcomes	**Action 3.1** Targeting all students achieving 2 or more years below grade level, including Low Income, English Learners, Foster Youth, and Students with Special Needs Aligned with Local Education Agency Plan Action 1.A.4.2 and SPSA Action 1.2.2.(x). Upgrade existing English Language Arts Intensive Intervention materials to align with Common Core State Standards. Purchas corresponding Product Support Plan. Maintain existing Intervention Teachers (ISTs) and hire additional Intervention Teachers (ISTs) for a combined 43 Full-time Equivalent.	All Schools (LEA-wide)		Research and develop an early literacy Pre K-2nd grade plan for implementation in 2015/2016. Administrative costs for existing personnel time to complete task $5,000 3rd-12th Grade Upgrade all existing Read 180 (3,483) and System 44 (1,155) licenses to Next Generation; 61 classroom sets of upgraded materials; and Product Support Plan $837,361 split-funded between Title I and LCFF. Salaries and benefits for 43 Full-time Equivalent Intervention IST $4,144,216.70 split-funded between Title I and LCFF.	3rd-12th Grade Read 180/System 44 Product Support Plan $55,000 Title I. Maintain 43 Full-time equivalent Intervention IST $4,558,637.60 split-funded between Title I and LCFF.	3rd-12th Grade Read 180/System 44 Product Support Plan $55,000 Title I. Maintain 43 Full-time equivalent Intervention IST $4,558,637.60 split-funded between Title I and LCFF.
Goal 3 By 2017, all students will receive the necessary interventions	**B. Pupil Outcomes** (4) Pupil Achievement (8) Other Pupil Outcomes	**Action 3.2** Targeting all students achieving 2 or more years below grade level, including Low Income,	All Schools (LEA-wide)		Elementary Schools Add+Vantage Math Costs listed in Action 5.1 Middle Schools	Elementary Schools Add+Vantage Math Costs listed in Action 5.1 Middle Schools	Elementary Schools Add+Vantage Math Costs listed in Action 5.1 Middle Schools

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017
in Math and all instructional materials will be aligned to the Common Core State Standards.		English Learners, Foster Youth, and Students with Special Needs Aligned with Local Education Agency Plan Action 1.B.4.2 and SPSA Actions 1.3.2.(x) and 1.3.3.(x). Upgrade existing Math Intensive Intervention Materials to align with Common Core State Standards. Purchase corresponding Product Support Plan. Maintain existing Math Intervention Teachers (ISTs) and hire additional Intervention Teachers (ISTs) for a combined 7 Full-time Equivalent. Upgrade existing Math Intensive Intervention Materials to align with Common Core State Standards.			Purchase Math 180, Do the Math and Fastt Math Intensive Intervention Package: materials, software licenses, assessment licenses, and training for 1084 students and 7 teachers $424,116.65 Salaries and benefits for 7 Full-time Equivalent Math Intervention IST $672,000 Title I <u>High Schools</u> Purchase 1500 ALEKS annual subscriptions $55,000	Product Support - Scholastic Hosting Fee $55,000 - $72,000 Maintain 7 Full-time Equivalent Math Intervention IST $672,000 Title I <u>High Schools</u> Purchase 1500 ALEKS annual subscriptions $55,000	Product Support - Scholastic Hosting Fee $55,000 - $72,000 Maintain 7 Full-time Equivalent Math Intervention IST $672,000 Title I <u>High Schools</u> Purchase 1500 ALEKS annual subscriptions $55,000
Goal 5 By 2017, all students will be educated by teachers, instructional staff, and building leaders who have been trained and are aligning their instruction to the Common Core State Standards.	**A. Conditions of Learning** (2) Implementation of State Standards	**Action 5.1** Targeting all students achieving 2 or more years below grade level, including Low Income, English Learners, Foster Youth, and Students with Special Needs Reading - English Language Arts Intervention Teachers on Assignment will train Intervention ISTs and Special Education teachers as aligned with Local Education Agency Plan Action 1.A.4.4 and SPSA Strategy 3.1.2.	All Schools (LEA-wide)		Substitute costs for 90 teachers at 3 days each $34,232.63 Title I Add+Vantage Math Trainer Certification $20,000 Personnel costs for one additional Full-time Equivalent Math Intervention Teacher on Assignment $105,525	Substitute costs for training any new teachers at 3 days each (5 teachers) $1,901.81 Title I Personnel costs for maintaining one additional Full-time Equivalent Math Intervention Teacher on Assignment $105,525	Substitute costs for training any new teachers at 3 days each (5 teachers) $1,901.81 Title I Personnel costs for maintaining one additional Full-time Equivalent Math Intervention Teacher on Assignment $105,525

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**
		Hire and train one FTE Math Intervention Teacher on Assignment as aligned with Local Education Agency Plan Action 1.B.4.4 Math Intervention Teachers on Assignment will train all Pre-K – 6th grade Elementary teachers including Special Education teachers on Numeracy Development as aligned with the Local Education Agency Plan Action 1.B.4.4 and the SPSA Strategy 3.1.2.			Math Intervention Teacher on Assignment will train all Pre-K – 1st grade teachers on Numeracy Development – Course 1. Approximately 275 teachers $108,625 for materials Substitute costs for 275 teachers at 4 days each $141,933	Math Intervention Teachers on Assignment will train all 2nd – 6th grade elementary teachers on Numeracy Development – Course 1. Approximately 281 teachers $110,995 for materials Substitute costs for 281 teachers at 4 days each $145,030	Math Intervention Teachers on Assignment will train all 4th – 6th grade elementary teachers on Numeracy Development – Course 2. Approximately 275 teachers $108,625 for materials Substitute costs for 275 teachers at 4 days each $141,933
Goal 16 By 2017, our students will receive the supports necessary to increase the percentage of English Learners who demonstrate at least one level of progress toward English Language Proficiency on the California English Language Development Test (CELDT) by 2% annually.	**B. Pupil Outcomes** (4) Pupil Achievement	Implement and Monitor the State and Federal mandates for EL Programs and the FUSD EL Master Plan • Identification, Assessment, and Placement; • Instructional Programs; • Monitoring of Student Progress and Reclassification; • Staffing and Professional Growth; • Parent and community Involvement; • Evaluation and Accountability; • Funding and Resources. Evaluate and revise the current ELD curriculum, instruction, and	All Schools (LEA-wide)		Costs associated with the implementation and monitoring of FUSD's EL Program (Department of EL Services and School Site costs) See details below: <u>Non-Personnel Operational Costs</u> $128,090 with total to include: English Language Development/Academic Language Development Benchmarks and Assessment Tools Sheltered Instruction PD for Core Curriculum Teachers Sheltered Instruction PD for Instructional Support	Maintain the costs associated with the implementation and monitoring of FUSD's EL Program (Department of EL Services and School Site costs) See details below: <u>Non-Personnel Operational Costs</u> $128,090 with total to include: English Language Development/Academic Language Development Benchmarks and Assessment Tools Sheltered Instruction PD for Core Curriculum Teachers Sheltered Instruction PD	Maintain the costs associated with the implementation and monitoring of FUSD's EL Program (Department of EL Services and School Site costs) See details below: <u>Non-Personnel Operational Costs</u> $128,090 with total to include: English Language Development/Academic Language Development Benchmarks and Assessment Tools Sheltered Instruction PD for Core Curriculum Teachers Sheltered Instruction PD

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014/2015	LCAP YEAR Year 2: 2015/2016	LCAP YEAR Year 3: 2016/2017
		assessment to establish an alignment with the new ELA/ELD Framework and the new Common Core ELD Standards. Research, explore and develop a plan to implement Pathways to Biliteracy and Dual Language Immersion Programs (Department of EL Services).			Teachers DELAC/ELAC The following action expenditures will also support Goal 20 and 22: Professional Development for District Translators. $10,000 Seal of Biliteracy Program: no cost associated this year. World Language course curricular materials for Middle School. $50,000 <u>Program Personnel</u> EL TOAs increased by 2 Split $214,280 90/10% between Title III and LCFF EL TOA-Dual Immersion (Pathways to Biliteracy) Split $107,140 90/10% between Title III and LCFF EL TOA- World Languages (Pathways to Biliteracy) Split $107,140 90/10% between Title III and LCFF EL School Site Monitor-Annual Stipend $75,000 School Site Bilingual Aide-$1,258,295 (FTE 31) Current Cost	for Instructional Support Teachers DELAC/ELAC The following action expenditures will also support Goal 20 and 22: Professional Development for District Translators. $5,000 Seal of Biliteracy Program World Language course curricular materials for Middle School. $50,000 <u>Program Personnel</u> EL TOAs increased by 2 Split $214,280 90/10% between Title III and LCFF EL TOA-Dual Immersion (Pathways to Biliteracy) Split $107,140 90/10% between Title III and LCFF EL TOA- World Languages (Pathways to Biliteracy) Split $107,140 90/10% between Title III and LCFF EL School Site Monitor-Annual Stipend $75,000 School Site Bilingual Aide-$1,258,295	for Instructional Support Teachers DELAC/ELAC The following action expenditures will also support Goal 20 and 22: Professional Development for District Translators. $5,000 Seal of Biliteracy Program World Language course curricular materials for Middle School. $50,000 <u>Program Personnel</u> EL TOAs increased by 2 Split $214,280 90/10% between Title III and LCFF EL TOA-Dual Immersion (Pathways to Biliteracy) Split $107,140 90/10% between Title III and LCFF EL TOA- World Languages (Pathways to Biliteracy) Split $107,140 90/10% between Title III and LCFF EL School Site Monitor-Annual Stipend $75,000 School Site Bilingual

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014/2015	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**
					Increase by 1.25 FTE $42,604 The following action expenditures will also support Goal 20 and 22: Maintain 5 existing District Spanish Language Translators an add 9 additional District Spanish Language Translators as follows: Hire four additional District Spanish Language Translators (EL Services/ to service District & School Sites) $180,656 Hire four District Spanish Language Translators (SELPA) $180,656 Hire one District Spanish Language Translators (Student Services/Child Welfare and Attendance) $45,164	(FTE 31) Current Cost Increase by 1.25 FTE $42,604 The following action expenditures will also support Goal 20 and 22: Maintain 14 existing District Spanish Language Translators $632,296	Aide-$1,258,295 (FTE 31) Current Cost Increase by 1.25 FTE $42,604 The following action expenditures will also support Goal 20 and 22: Maintain 14 existing District Spanish Language Translators $632,296

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014/2015	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**
Goal 17 By 2017, our students will receive the supports necessary to increase by 10% or more the English Language Learner reclassification rate.	**B. Pupil Outcomes** (4) Pupil Achievement	Implement and Monitor the State and Federal mandates for EL Programs and the FUSD EL Master Plan. • Identification, Assessment, and Placement; • Instructional Programs; • Monitoring of Student Progress and Reclassification; • Staffing and Professional Growth; • Parent and community Involvement; • Evaluation and Accountability; • Funding and Resources. Revise the criteria for Reclassification to align to revised state reclassification guidelines and revise monitoring system towards reclassification and two years monitoring period after reclassification.	All Schools (LEA-wide)		No additional cost to proceed with the actions associated with the implementation and monitoring of FUSD's EL Program (Department of EL Services and School Site costs) is detailed in Action 16.	No additional cost to proceed with the actions associated with the implementation and monitoring of FUSD's EL Program (Department of EL Services and School Site costs) is detailed in Action 16.	No additional cost to proceed with the actions associated with the implementation and monitoring of FUSD's EL Program (Department of EL Services and School Site costs) is detailed in Action 16.

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014/2015	**LCAP YEAR Year 2: 2015/2016**	**LCAP YEAR Year 3: 2016/2017**
		For foster youth:	All Schools (LEA-wide)		No additional cost to proceed with the actions associated with supports and monitoring of FUSD's foster youth is identified in Actions 3.1, 3.2, 7, 22, and 26.	No additional cost to proceed with the actions associated with supports and monitoring of FUSD's foster youth is identified in Actions 3.1, 3.2, 7, 22, and 26.	No additional cost to proceed with the actions associated with supports and monitoring of FUSD's foster youth is identified in Actions 3.1, 3.2, 7, 22, and 26.
		For redesignated fluent English proficient pupils:	All Schools (LEA-wide)		No additional cost to proceed with the actions associated with the implementation and monitoring of FUSD's EL Program (Department of EL Services and School Site costs), including for reclassified students is detailed in Action 16. Also, Actions 3.1, 3.2, 7, 22, and 26 detail additional supports and monitoring for redesignated fluent English proficient pupils.	No additional cost to proceed with the actions associated with the implementation and monitoring of FUSD's EL Program (Department of EL Services and School Site costs), including for reclassified students is detailed in Action 16. Also, Actions 3.1, 3.2, 7, 22, and 26 detail additional supports and monitoring for redesignated fluent English proficient pupils.	No additional cost to proceed with the actions associated with the implementation and monitoring of FUSD's EL Program (Department of EL Services and School Site costs), including for reclassified students is detailed in Action 16. Also, Actions 3.1, 3.2, 7, 22, and 26 detail additional supports and monitoring for redesignated fluent English proficient pupils.

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district-wide, school-wide, countywide, or charter-wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district-wide or school-wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Fontana Unified School District will receive approximately $260,225,217 in Local Control Funding Formula funds including $36.8 million in Supplemental Local Control Funding Formula Funds beginning in 2014/2015. This amount of supplemental funds is projected to change to approximately $19.7 million in 2015/2016 with $20.5 million in 2016/2017. These funds are calculated based on the number of English learners, students identified as low income, and foster youth. These funds are calculated based on Base Grant, Grade Span Adjustment and our unduplicated counts (83.99%) of English Learners, low income students, and foster youth.

The District will also offer services and programs that are aligned with LCAP goals that serve all students such as: college and career support, International Baccalaureate, AVID, Visual and Performing Arts programs, Positive Behavior Intervention Support (PBIS), staff development on Common Core State Standards, and access to increased technological resources. School-wide implementation of these practices will not only have an impact on the learning environment and the school climate, but will provide access to resources that targeted subgroups would not have otherwise. Increased targeted services, support, and access will have a greater positive impact on the targeted subgroups.

The District recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized by students outside the focus subgroups. While the vast majority of students served will be focus students (over eighty percent), there will be other students who benefit from the services. FUSD, by providing many of the services identified without limitation to subgroup, will serve all students, especially focus students. The full list of expenditures is aligned with the goals of the FUSD Local Control and Accountability Plan and addresses the needs of our District's English Learners, low Income students, and foster youth.

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

Fontana Unified School District's minimum proportionality percentage for students in the target group is 14.21% for 2014/2015. This percentage is projected to change to 6.98% in 2015/2016 and 7.08% in 2016/2017. As is demonstrated in section 3, programs and services have been allocated district-wide to target students in the focus groups. Currently, percentages of eligible students exceed 55% at all school sites with a District average exceeding 84%. Proportionally, schools with higher concentrations of low income, EL, Foster Youth, and students with disabilities will be receiving additional services and resources.

Nearly 85% of Fontana students can be classified as English Learner, low income, and/or foster youth. To address the unique needs of targeted student subgroups as well as improve the overall educational program for low performing students, FUSD will increase and improve programs and supports such as:

- Bilingual Aides (Spanish) will be increased to provide support for English Learners and their families at every site;
- Spanish, Arabic and Vietnamese Translators will be available to provide support district-wide to English Learners and their families. Services will be increased by the addition of 9 additional translators
- Translators will be increased in the areas of site support, Special Services, Student Services, and district-wide support;
- EL Site Monitors will be supported through LCFF funding to maintain the additional services currently offered to our English Learners
- Increased services will be made through additional Teachers-on-Assignment including:
    - TOAs English Learners
    - TOAs English Learners/World Languages
    - TOAs English Learners/Dual Immersion
    - TOA Math Intervention
    - TOAs CCSS Instructional Coaching (12)
- Visual and Performing Arts will be increased to provide opportunities to target students. Additional services will increase services to low-income students by providing musical instruments in cases where families cannot afford instruments.
- Additional Instrumental Music Teachers at Elementary will increase services to all students including low income students who may have had less of an opportunity to receive music instruction outside of school due to cost limitations
- Instructional Support Teachers – Intervention:
    - One full-time teacher at every Elementary School (29)
    - Two full-time teachers at every Middle School (14)
    - One full-time teacher at every High School (7)
- Increased access to and use of assessments:
    - Measures of Academic Progress (MAP)
    - PSAT for all 10th graders
    - ACT Aspire

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