

**§ 15497. Local Control and Accountability Plan and Annual Update Template.****Introduction:****LEA:** CERES UNIFIED SCHOOL DISTRICT**LCAP Year:** 2014-2015**Contact:** Debra BukkoAssistant Superintendent, Educational Services  
dbukko@ceres.k12.ca.us (209) 556-1520***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)*

**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
<p>Members of 16 LCAP stakeholder groups were actively involved in the development of the Ceres Unified Local Control Accountability Plan.</p> <p>These groups included representatives from all numerically significant district subpopulations.</p> <p>Specific CUSD Stakeholder groups included:</p> <ul style="list-style-type: none"> <li>• Four student groups (one from each high school).</li> <li>• Parent Advisory, including family representatives from subpopulation and each school.</li> <li>• District Advisory Committee, including representatives from families and staff from each school.</li> <li>• District English Learner Advisory Committee, including representatives from families and staff from each school.</li> <li>• Community, including representatives from local business, service clubs, and city leaders.</li> <li>• Classified Staff, including staff from each school who works with students and families.</li> <li>• Certificated Staff, including staff from each school.</li> <li>• Ceres Unified Teachers’ Association.</li> <li>• Curriculum and Instruction Advisory Committee, including certificated teacher and administrative staff from each school.</li> <li>• Executive Council, including district leaders and principals from each school.</li> <li>• Whitmore Charter Parent Advisory, including parents from each of the Whitmore Charter schools</li> <li>• Whitmore Charter Staff</li> <li>• Foster Youth subcommittee, including representatives working with foster youth from Stanislaus County, Community Services Agency, and Stanislaus County Office of Education.</li> </ul>	<p>The Ceres Unified Local Control Accountability Plan guides decisions and practices related to the academic, social-emotional, mental, and physical educational needs of each student.</p> <p>Ceres Unified has an 86% unduplicated count of high need students, including low income, English learners, and Foster Youth.</p> <p>The input from the Stakeholder groups was instrumental in the development of the Local Control Accountability Plan. Each group provided valuable voices regarding the needs and services for each of the subpopulations in Ceres Unified Schools.</p> <p>Analysis of District and school data and input from stakeholders guided development of goals and actions related to needs of Ceres’ students and families with a particular focus on students from low income, foster youth, English learner, and Redesignated Fluent English Proficient subgroups. Due to this concentration of high need students, LCAP goals, actions, and services were developed and implemented on a districtwide basis.</p>
<p>Each CUSD Stakeholder group met four times between September 2013 and April 2014:</p> <p><b>Meeting #1:</b> to learn about LCFF and the LCAP, including the eight state priority areas and implications of the funding and accountability planning as it pertains to Ceres Unified student demographics.</p>	<p>This meeting provided foundational knowledge needed for the LCAP planning process for all stakeholders.</p>

Involvement Process	Impact on LCAP
<p><b>Meeting #2:</b> to provide written suggestions for actions in each of the eight state priority areas which would continue effective practices already in place as well as increase or improve services for all students and for Low Income, English Learners, and Foster Youth in particular. All input gathered in the second meeting was coded by theme and typed into a document, sorted by theme.</p>	<p>Feedback from each group revealed themes related to the need for continuing existing and increasing academic supports and enrichment, social and emotional supports for students and families, physical and mental health services, professional learning and instructional resources, family engagement and education services, college and career readiness, access to rigorous courses, and educational technology to prepare students for 21<sup>st</sup> Century college and careers.</p>
<p><b>Meeting #3:</b> to provide feedback regarding the Stakeholder groups’ top priorities in each of the state priority areas.</p>	<p>The prioritization activity provided guidance in developing the LCAP goals as well as individual action items within the goals. The information was also provided to the Board of Trustees which considered the input when prioritizing the Ceres Unified Strategic Plan Objectives, evaluation criteria, and actions for 2014-2015.</p>
<p><b>Meeting #4:</b> to review a draft of the LCAP and to provide written feedback and/or suggestions for revision.</p> <p>Throughout April 2014, while the LCAP draft was being reviewed and input gathered from each Stakeholder group, the draft plan was also made available on the CUSD website. Online forms were provided for feedback and suggestions.</p>	<p><b>ADD INFORMATION ONCE MEETING 4 IS COMPLETE</b></p> <p><b>ADD INFORMATION GATHERED THROUGH ONLINE SUBMISSION</b></p>
<p>In addition to the stakeholder meetings described above, each school site principal met with their School Site Councils and English Learner Advisory Committees. Information regarding the Local Control Funding Formula, the eight state priority areas, and the Local Control Accountability Plan was reviewed. Participants in each group then provided site-specific suggestions for actions in each of the eight state priority areas which would continue effective practices already in place as well as increase or improve services for high-need students.</p>	<p>Principals provided minutes from each meeting to Educational Services staff, who reviewed the input from each site-based School Site Council and English Learner Advisory Committee. Feedback was incorporated into that provided by district-level stakeholder meetings and contributed to the goal development and action items within the LCAP. All site-specific input received was congruent with input from the Stakeholder groups described above.</p>
<p>Throughout the Stakeholder input process, LEA staff reviewed district and school achievement and performance data and used this information to revise district plans, including the Strategic Plan, Local Education Agency Plan, LEA Technology Plan, and Single Plans for Student Achievement to address areas of need, particularly for significant subpopulations of students.</p> <p>Analysis of 2012-2013 district and site academic performance was completed as part of the ongoing CUSD Strategic Plan analysis and evaluation. Reports of findings were reviewed with the District Advisory Committee, District English Learner Advisory Committee, and the Board of Trustees. In addition, each site, with District guidance, conducts ongoing reviews and analyses of site-specific performance data. This analysis guides site and district decision-making, reflected in the sites’ Single Plans for Student</p>	<p>All data and Stakeholder input were reviewed with the Board of Trustees and District plans were revised with particular attention to the eight state priority areas within the LCAP. Linkages between the plans were made to ensure continuity with District vision, goals and actions within and between plans.</p>

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>Achievement and the District LEA Plan. Principals also develop specific project plans for each of the evaluation criteria in the CUSD Strategic Plan and then submit to Educational Services an analysis and evaluation of progress toward meeting those goals.</p>	
<p>Input gathered from Stakeholder groups and the community was reviewed and informed revisions to the plan which were completed during the month of May. The Superintendent provided a written response to each stakeholder group's feedback.</p>	<p><b>ADD SPECIFICS AFTER INPUT AND REVISIONS COMPLETE</b></p>
<p>The Ceres Unified Local Control Accountability Plan was posted to the CUSD Board of Trustees' Meeting Agenda on June 4, 2014. A public hearing on the LCAP plan was conducted June 12, 2014. The plan was reviewed with the Board of Trustees as an Information and Study item during the June 12, 2014 Board meeting.</p>	<p><b>The Board of Trustees adopted the Ceres Unified Local Control Accountability Plan as an action item during the regular Board meeting on June 26, 2014.</b></p>

**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?

	Goals				What will be different / improved for students?			
Identified Need and Metric	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	Annual Update: Analysis of Progress	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	Related State and Local Priorities
	<b>Goal A.</b> Ceres Unified will provide high quality, equitable <i>Conditions of Learning</i> for each student through:							
<b>Need:</b> 2011-2012 96.4%  <b>Metric(s):</b> Analysis of credential and college transcript	A1. <b>fully credentialed, highly qualified teachers and instructional staff</b>	All	All		Increased percentage of Highly Qualified staff	Increased percentage of Highly Qualified staff	Increased percentage of Highly Qualified staff	State Priority: 1 LEA Plan Goal: 3 Strategic Plan: 1, 21, 22 Technology Plan: 4
<b>Need:</b> Adoptions aligned with Common Core  <b>Metric(s):</b> Adoption process and inventory of instructional materials and education technology	A2. <b>standards-aligned instructional materials</b> , including education technology.	All	All		Math Adoption  Pilot 1:1 tech devices	ELA Adoption  1:1 tech devices	Other Course Materials Adoption	State Priority: 1 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 1, 2, 3, 4, 8, 14, 15 Technology Plan: 3, 4, 5, 6, 7, 9
<b>Need:</b> Maintain ratings with aging campuses  <b>Metric(s):</b> Facility Site Visit Protocol; Facility Satisfaction Survey	A3. learning environments with <b>facilities in good repair.</b>	All	All		100% of schools rated <i>Good</i> or <i>Exemplary</i>	100% of schools rated <i>Good</i> or <i>Exemplary</i>	100% of schools rated <i>Good</i> or <i>Exemplary</i>	State Priority: 1 LEA Plan Goal: 4 Strategic Plan: 3, 13 Technology Plan: n/a

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different / improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><b>Need:</b> K-12 implementation of Common Core and 2012 ELD Standards.</p> <p><b>Metric(s):</b> Classroom walkthroughs and formal Instructional Norms Visit using CUSD Instructional Design and Delivery Norms rubric.</p>	A4. research-based instruction of <b>English Language Development, academic content, and academic performance standards in every classroom.</b>	All	All		Deeper and more effective implementation of the standards	Deeper and more effective implementation of the standards	Deeper and more effective implementation of the standards	State Priority: 2 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 1, 2, 4, 7, 8, 9, 10, 11, 14, 15, 17 Technology Plan: 3, 4, 6, 7, 9
<p><b>Need:</b> Expanding school day 9-12; AP enrollment 9-12; CTE 7-8; arts and music K-6</p> <p><b>Metric(s):</b> Equity Audits of school master schedules</p>	A5. <b>access to a broad course of study.</b>	All	All		Increased course offerings	Increased course offerings	Increased course offerings	State Priority: 7 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 1, 2, 5, 7, 8, 9, 10, 11, 14, 15, 16, 17, 19, 20 Technology Plan: 3, 4, 5, 7, 9
	<b>Goal B. Ceres Unified will ensure <i>Pupil Outcomes</i> reflect access, equity, and achievement in research-based instructional and support programs focused on:</b>							
<p><b>Need:</b> Increased achievement for all; decreased achievement gap</p> <p><b>Metric(s):</b> SBAC data; grade data</p>	B1. <b>student achievement.</b>	All	All		Increased achievement decreased achievement gap	Increased achievement decreased achievement gap	Increased achievement decreased achievement gap	State Priority: 4 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 1, 2, 4, 7, 8, 9, 10, 11, 14, 15, 17 Technology Plan: 3, 4, 7, 9

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different / improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><b>Need:</b> Increased a-g completion; decreased completion gap</p> <p><b>Metric(s):</b> a-g completion; graduation data; college readiness testing data</p>	<b>B2. college and career readiness.</b>	All	All		Increased achievement decreased achievement gap	Increased achievement decreased achievement gap	Increased achievement decreased achievement gap	State Priority: 4, 8 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 7, 20 Technology Plan: 3, 4, 5, 7, 9
<p><b>Need:</b> 2012-2013: AMAO 1: 54.6% AMAO 2: &lt;5yrs: 26.0 &gt;5 yrs: 41.7</p> <p><b>Metric(s):</b> English learner proficiency data</p>	<b>B3. English learners attaining proficiency in English acquisition and academics.</b>	EL	All		Increased proficiency percentage	Increased proficiency percentage	Increased proficiency percentage	State Priority: 4 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 1, 2, 4, 7, 8, 9, 10, 11, 14, 15, 17 Technology Plan: 3, 4, 5, 7, 9
<p><b>Need:</b> 2012-2013: 12.7%</p> <p><b>Metric(s):</b> EL Reclassification Rate</p>	<b>B4. English learner reclassification and ongoing achievement.</b>	EL RFEP	All		Increased reclassification percentage	Increased reclassification percentage	Increased reclassification percentage	State Priority: 4 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 1, 2, 4, 7, 8, 9, 10, 11, 14, 15, 17 Technology Plan: 3, 4, 5, 7, 9
<p><b>Need:</b> 2012-2013 Enrollment: 28% Pass Rate: 43%</p> <p><b>Metric(s):</b> Advanced Placement data</p>	<b>B5. advanced placement participation and proficiency.</b>	All	All		Increased enrollment and test pass rate; decreased achievement gap	Increased enrollment and test pass rate; decreased achievement gap	Increased enrollment and test pass rate; decreased achievement gap	State Priority: 4, 8 LEA Plan Goal: 1, 3, 5 Strategic Plan: 11 Technology Plan: 3, 4, 5, 7, 9

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different / improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><b>Need:</b> Mental and Physical Health Services</p> <p><b>Metric(s):</b> Child Nutrition participation rate; health screenings; social skills participation rate; mental health services</p>	<b>B6. evidence of physical and mental health.</b>	All	All		Increased access to mental and physical health services	Increased access to mental and physical health services	Increased access to mental and physical health services	State Priority: 8 LEA Plan Goal: 3, 4, 5 Strategic Plan: 5, 18 Technology Plan: 3, 4, 5, 7, 8, 9
<p><b>Need:</b> 2012-2013 Attendance: 95.8% Suspensions: 1,644 Expulsions: 52</p> <p><b>Metric(s):</b> Student recognition and activity participation data; attendance, suspension, and expulsion data</p>	<b>B7. evidence of healthy decision making and citizenship.</b>	All	All		Increased attendance, recognition, and activity rate; decreased discipline	Increased attendance, recognition, and activity rate; decreased discipline	Increased attendance, recognition, and activity rate; decreased discipline	State Priority: 8 LEA Plan Goal: 4 Strategic Plan: 5, 16, 18, 19 Technology Plan: 3, 4, 5, 7, 8, 9
	<b>Goal C1. Ceres Unified will ensure active family and student <i>Engagement</i> through:</b>							
<p><b>Need:</b> Increased family participation in education</p> <p><b>Metric(s):</b> Family engagement goal data</p>	<b>C1. research-based family engagement practices.</b>	All	All		Increased family engagement	Increased family engagement	Increased family engagement	State Priority: 3 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 5, 7, 12, 16, 17, 18, 19, 20 Technology Plan: 3, 4, 5, 7, 8, 9

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different / improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><b>Need:</b> Increased use of two-way communication</p> <p><b>Metric(s):</b> Governance participation; communication goals</p>	<p><b>C2. family input in school decision making.</b></p>	All	All		Increased input from families regarding school decision-making	Increased input from families regarding school decision-making	Increased input from families regarding school decision-making	<p>State Priority: 3 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 12, 18 Technology Plan: 3, 4, 5, 7, 9</p>
<p><b>Need:</b> Increased family educational resources</p> <p><b>Metric(s):</b> Family education participation rate; achievement data for children of participants</p>	<p><b>C3. educational programs, designed for families, to empower them in supporting student achievement and success.</b></p>	All	All		Increased program offerings; increased participation increased achievement	Increased program offerings; increased participation increased achievement	Increased program offerings; increased participation increased achievement	<p>State Priority: 3, 4, 8 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 12, 17, 18 Technology Plan: 3, 4, 5, 7, 8, 9</p>
<p><b>Need:</b> Increased and new services</p> <p><b>Metric(s):</b> Support services; attendance data; achievement data</p>	<p><b>C4. active family and student support and intervention to increase school attendance.</b></p>	All	All		Increased program offerings; increased attendance and achievement	Increased program offerings; increased attendance and achievement	Increased program offerings; increased attendance and achievement	<p>State Priority: 3, 5 LEA Plan Goal: 4, 5 Strategic Plan: 16 Technology Plan: 3, 4, 5, 7, 9</p>

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different / improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p><b>Need:</b> Increased intervention and monitoring of subgroup data</p> <p><b>Metric(s):</b> Pyramid of Interventions; Student Study team referrals; Educational Options participation; alternative education participation; dropout and grade rate data</p>	<p><b>C5. identification of at-risk students, intervening to reduce dropout and increase graduation rates.</b></p>	All	All		Increased program offerings; decreased dropout and increased graduation rates	Increased program offerings; decreased dropout and increased graduation rates	Increased program offerings; decreased dropout and increased graduation rates	<p>State Priority: 3, 5 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 5, 7, 11, 16, 17, 19, 20 Technology Plan: 3, 4, 5, 7, 9</p>
<p><b>Need:</b> Increased family and student feedback in school programs.</p> <p><b>Metric(s):</b> Valued and Connected data; Safe and Civil survey data; California Healthy Kids Survey</p>	<p><b>C6. safe and civil school environments in which students are safe, involved, valued, and respected.</b></p>	All	All		Increased participation and percentage of positive survey ratings	Increased participation and percentage of positive survey ratings	Increased participation and percentage of positive survey ratings	<p>State Priority: 6 LEA Plan Goal: 4 Strategic Plan: 5, 7, 12, 16, 17, 18, 19, 20 Technology Plan: 3, 4, 5, 7, 9</p>

**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	Year 2: 2015-2016	Year 3: 2016-2017
<p><u>Goal A.</u> Ceres Unified will ensure high quality, equitable <i>Conditions of Learning</i> for each student through:</p> <p><b>A1. fully credentialed, highly qualified teachers and instructional staff</b> in each classroom.</p>	<p>State Priority: 1 LEA Plan Goal: 3 Strategic Plan: 1, 21, 22 Technology Plan: 4</p>	Hire highly qualified, fully credentialed teachers and instructional staff.	LEA-wide All		Reduce class size beyond the state mandated K-3 and the CUSD K-12 negotiated ratio	Maintain or decrease class size	Maintain or decrease class size
		Implement a survey of professional learning needs and effectiveness.	LEA-wide All		Survey all certificated and classified staff	Survey all certificated and classified staff	Survey all certificated and classified staff
		Support teachers in becoming highly qualified and in completing the Professional Clear credential.	LEA-wide All		Subject matter examination; advanced certification; Beginning Teacher Support and Assessment program	Subject matter examination; advanced certification; Beginning Teacher Support and Assessment program	Subject matter examination; advanced certification; Beginning Teacher Support and Assessment program
<p><b>A2. standards-aligned instructional materials,</b> including education technology.</p>	<p>State Priority: 1 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 1, 2, 3, 4, 8, 14, 15 Technology Plan: 3, 4, 5, 6, 7, 9</p>	Purchase standards-aligned instructional materials, including technology-based subscriptions and applications (e.g., Discovery Education).	LEA-wide All		Evaluate and adopt or approve instructional resource purchases in line with standards-based instruction	Evaluate and adopt or approve instructional resource purchases in line with standards-based instruction	Evaluate and adopt or approve instructional resource purchases in line with standards-based instruction
		Provide professional learning time to ensure effective implementation of adopted standards-aligned instructional materials.	LEA-wide All		Release time; performance contracts; Ed Services staff	Release time; performance contracts; Ed Services staff	Release time; performance contracts; Ed Services staff

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	Year 2: 2015-2016	Year 3: 2016-2017
		Purchase technology devices for standards-based instruction and instructional materials.	LEA-wide All		Pilot 1:1 devices	Implement 1:1 devices	Implement and maintain 1:1 devices
		Expand technology infrastructure and support	LEA-wide All		Expand infrastructure and support staff	Expand or maintain infrastructure and support staff	Expand or maintain infrastructure and support staff
		Provide professional learning to support effective implementation of education technology.	LEA-wide All		Release time; performance contract	Release time; performance contract	Release time; performance contract
A3. learning environments with <b>facilities in good repair.</b>	State Priority: 1 LEA Plan Goal: 4 Strategic Plan: 3, 13 Technology Plan: n/a	Conduct site facility visits and provide written feedback to principals and head custodians.	LEA-wide All		Conduct routine repair and maintenance related to all items on the <i>Williams</i> list	Conduct routine repair and maintenance related to all items on the <i>Williams</i> list	Conduct routine repair and maintenance related to all items on the <i>Williams</i> list
A4. research-based instruction of <b>English Language Development, academic content, and academic performance standards in every classroom.</b>	State Priority: 2 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 1, 2, 4, 7, 8, 9, 10, 11, 14, 15, 17 Technology Plan: 3, 4, 6, 7, 9	Monitor instruction through regular classroom visits and feedback, using the research-based CUSD Instructional Design and Delivery norms.	LEA-wide All		Conduct formal and informal Instructional Norms visits at each school	Conduct formal and informal Instructional Norms visits at each school	Conduct formal and informal Instructional Norms visits at each school
		Provide site-based professional learning time for teachers to collaboratively plan, implement, assess, and revise standards-based lessons.	LEA-wide All		Release time; Lesson Study	Release time; Lesson Study	Release time; Lesson Study
		Provide district-based professional learning time to collaboratively deepen content, standards and pedagogical knowledge and to plan standards-based lessons for high needs students.	LEA-wide All		Summer Standards Academies (July)  Ceres Summer Institute (August)	Summer Standards Academies (July)  Ceres Summer Institute (August)	Summer Standards Academies (July)  Ceres Summer Institute (August)

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	Year 2: 2015-2016	Year 3: 2016-2017
		Provide professional learning time to plan standards-based lessons using educational technology.	LEA-wide All		Release time Lesson Study  Summer Standards Academies (July)  Ceres Summer Institute (August)	Release time Lesson Study  Summer Standards Academies (July)  Ceres Summer Institute (August)	Release time Lesson Study  Summer Standards Academies (July)  Ceres Summer Institute (August)
A5. access to a broad course of study.	State Priority: 7 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 1, 2, 5, 7, 8, 9, 10, 11, 14, 15, 16, 17, 19, 20 Technology Plan: 3, 4, 5, 7, 9	At K-6, increase visual and performing arts instruction.	LEA-wide All		Provide elementary music program in grades 4-6  Provide push-in in art and music instruction K-3	Increase or maintain elementary visual and performing arts programs	Increase or maintain elementary visual and performing arts programs
		Develop master schedules to maximize opportunities for students to take a broad course of study, reducing conflicts which might force a student to choose between classes.	LEA-wide All		Master schedule development process includes steps to monitor and reduce course conflicts	Master schedule development process includes steps to monitor and reduce course conflicts	Master schedule development process includes steps to monitor and reduce course conflicts
		Provide K-6 specifically planned instruction during designated <i>Differentiated Instruction Time</i> to extend learning and/or to provide intervention based on identified student need.	LEA-wide All Gifted and Talented		Provide Differentiated Instruction based on unique student need (GATE/challenge, Intervention, Designated ELD, etc).	Provide Differentiated Instruction based on unique student need (GATE/challenge, Intervention, Designated ELD, etc).	Provide Differentiated Instruction based on unique student need (GATE/challenge, Intervention, Designated ELD, etc).

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	Year 2: 2015-2016	Year 3: 2016-2017
		Provide course access and credit recovery options through online learning programs.	LEA-wide Migrant		Increase access to the Endeavor Independent Study online curriculum through concurrent enrollment at comprehensive sites	Increase or maintain access to the Endeavor Independent Study online curriculum through concurrent enrollment at comprehensive sites	Increase or maintain access to the Endeavor Independent Study online curriculum through concurrent enrollment at comprehensive sites
<b>Goal B. Ceres Unified will ensure <i>Pupil Outcomes</i> reflect access, equity, and achievement in research-based instructional and support programs focused on:</b>  <b>B1. student achievement.</b>	State Priority: 4 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 1, 2, 4, 7, 8, 9, 10, 11, 14, 15, 17 Technology Plan: 3, 4, 7, 9	Establish data systems to support and monitor achievement throughout and across school years.	LEA-wide All		Increase access and use of formative data	Increase access and use of formative data	Increase access and use of formative data
		Learning Directors provide individual academic planning and counseling focused on student achievement results.	LEA-wide All		Provide Learning Directors at 7-12 school sites	Increase or maintain Learning Directors at 7-12 school sites	Increase or maintain Learning Directors at 7-12 school sites
		Analyze data for students receiving special education services to ensure proportionate and equitable access and achievement for each student subgroup.	LEA-wide SpEd		Conduct data reviews of special education services for each subpopulation	Conduct data reviews of special education services for each subpopulation	Conduct data reviews of special education services for each subpopulation
		Learning Directors and Administrative Assistants will actively gather and monitor student data to ensure appropriate academic supports are in place for migrant students.	LEA-wide Migrant		Prioritize migrant youth access to intervention and support services	Prioritize migrant youth access to intervention and support services	Prioritize migrant youth access to intervention and support services
		Identify and provide intervention to fill specific gaps in learning due to school mobility.	LEA-wide Migrant		Identify gaps in learning; plan and implement intervention and support services to close gaps	Identify gaps in learning; plan and implement intervention and support services to close gaps	Identify gaps in learning; plan and implement intervention and support services to close gaps

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	Year 2: 2015-2016	Year 3: 2016-2017
		Professional learning focused on collaborative development of lessons based on formative and summative achievement data.	LEA-wide All		Staff meeting time; instructional coach support; release time; lesson study; performance contract	Staff meeting time; instructional coach support; release time; lesson study; performance contract	Staff meeting time; instructional coach support; release time; lesson study; performance contract
		Extend learning opportunities for Gifted and Talented students through a summer academy designed to meet the unique educational needs of Gifted and Talented students.	LEA-wide Gifted and Talented		Continue GATE summer program	Maintain or increase GATE summer program	Maintain or increase GATE summer program
<b>B2. college and career readiness.</b>	State Priority: 4, 8 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 7, 20 Technology Plan: 3, 4, 5, 7, 9	Learning Directors provide academic counseling and guidance regarding graduation requirements and college readiness specific to the unique educational needs of each Ceres subpopulation.	LEA-wide All		Complete and monitor progress toward four year plans; provide individualized guidance services	Complete and monitor progress toward four year plans; provide individualized guidance services	Complete and monitor progress toward four year plans; provide individualized guidance services
		Provide integrated instruction in the California Standards for Career Ready Practice to prepare students for 21 <sup>st</sup> Century success.	LEA-wide All		Provide professional learning for effective integration into instruction	Provide professional learning for effective integration into instruction	Provide professional learning for effective integration into instruction
<b>B5. advanced placement participation and proficiency.</b>	State Priority: 4, 8 LEA Plan Goal: 1, 3, 5 Strategic Plan: 11 Technology Plan: 3, 4, 5, 7, 9	Provide GATE and accelerated students access to extension and enrichment through Differentiated Instruction at K-6 and pre-AP courses/honors courses 7-12.	LEA-wide All Gifted and Talented		Plan school and master schedules to provide accelerated learning opportunities	Plan school and master schedules to provide accelerated learning opportunities	Plan school and master schedules to provide accelerated learning opportunities
		Learning Directors analyze achievement data to identify and guide students into Advanced Placement courses.	LEA-wide All		Analyze student performance data to identify students with Advanced Placement potential	Analyze student performance data to identify students with Advanced Placement potential	Analyze student performance data to identify students with Advanced Placement potential

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	Year 2: 2015-2016	Year 3: 2016-2017
		Advanced Placement teachers will participate in professional learning through the Advanced Placement Institute. Data from analysis of AP test scores will inform additional district-provided professional learning opportunities for teachers.	LEA-wide All		Provide professional learning opportunities for Advanced Placement teachers	Provide professional learning opportunities for Advanced Placement teachers	Provide professional learning opportunities for Advanced Placement teachers
<b>B6. evidence of physical and mental health.</b>	State Priority: 8 LEA Plan Goal: 3, 4, 5 Strategic Plan: 5, 18 Technology Plan: 3, 4, 5, 7, 8, 9	Develop, implement, and evaluate wellness programs with a focus on nutrition and physical health.	LEA-wide All		Coordinate services with community agencies and businesses	Coordinate services with community agencies and businesses	Coordinate services with community agencies and businesses
		Develop and provide expository curriculum resources and professional learning opportunities with a focus on nutrition and physical health.	LEA-wide All		Provide expository curriculum resources and learning opportunities K-6	Expand expository curriculum resources and learning opportunities 7-8	Expand expository curriculum resources and learning opportunities 9-12
<b>B7. evidence of healthy decision making and citizenship.</b>	State Priority: 8 LEA Plan Goal: 4 Strategic Plan: 5, 16, 18, 19 Technology Plan: 3, 4, 5, 7, 8, 9	Learning Directors and Administrative Assistants will actively gather and monitor student recognition and discipline data.	LEA-wide All		Analyze data, plan, and implement recognition events and additional supports	Analyze data, plan, and implement recognition events and additional supports	Analyze data, plan, and implement recognition events and additional supports
		With support from the Foster Youth Community Liaison, Learning Directors will actively gather and monitor Migrant Youth student recognition and discipline data, providing additional supports as needed.	LEA-wide Migrant		Analyze data, plan, and implement recognition events and additional supports; ensure data is proportionate with other subpopulations	Analyze data, plan, and implement recognition events and additional supports; ensure data is proportionate with other subpopulations	Analyze data, plan, and implement recognition events and additional supports; ensure data is proportionate with other subpopulations

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	Year 2: 2015-2016	Year 3: 2016-2017
<b>Goal C1. Ceres Unified will ensure active family and student <i>Engagement</i> through:</b>	State Priority: 3 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 5, 7, 12, 16, 17, 18, 19, 20 Technology Plan: 3, 4, 5, 7, 8, 9	Increase family engagement in school events through communication of student educational progress; use of web-based programs to provide information for families who cannot attend campus events.	LEA-wide All		Utilize the Family Engagement team at each school site to establish and monitor progress toward annual team goals	Utilize the Family Engagement team at each school site to establish and monitor progress toward annual team goals	Utilize the Family Engagement team at each school site to establish and monitor progress toward annual team goals
		Provide structure which supports family volunteers through the CUSD Volunteer Assistance Program.	LEA-wide All		Increase the number of family volunteers at each school site	Increase the number of family volunteers at each school site	Increase the number of family volunteers at each school site
<b>C2. family input in school decision making.</b>	State Priority: 3 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 12, 18 Technology Plan: 3, 4, 5, 7, 9	Ensure site and district advisory groups:  *Parent Advisory *District Advisory *District English Learner Advisory *School Site Council *English Learner Advisory Committee  include representation from families knowledgeable in the unique educational needs of each Ceres subpopulation.	LEA-wide All		Participate in annual training for advisory groups; actively monitor to ensure input from all stakeholders is solicited	Participate in annual training for advisory groups; actively monitor to ensure input from all stakeholders is solicited	Participate in annual training for advisory groups; actively monitor to ensure input from all stakeholders is solicited
		Ensure site and district advisory groups include representation from families and/or county staff knowledgeable in the unique educational needs and challenges of Migrant youth.	LEA-wide Migrant		Actively recruit participation of families or support staff in school advisory teams	Actively recruit participation of families or support staff in school advisory teams	Actively recruit participation of families or support staff in school advisory teams

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	Year 2: 2015-2016	Year 3: 2016-2017
<b>C3. educational programs, designed for families, to empower them in supporting student achievement and success.</b>	State Priority: 3, 4, 8 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 12, 17, 18 Technology Plan: 3, 4, 5, 7, 8, 9	Provide educational programs for families related to digital citizenship and using educational technology to support student achievement.	LEA-wide All		Plan and implement family learning to support digital citizenship and 21 <sup>st</sup> Century learning	Plan and implement family learning to support digital citizenship and 21 <sup>st</sup> Century learning	Plan and implement family learning to support digital citizenship and 21 <sup>st</sup> Century learning
		Increase communication between home and school through translation and interpretive services.	LEA-wide All		Provide translation and interpretive services	Provide translation and interpretive services	Provide translation and interpretive services
<b>C4. active family and student support and intervention to increase school attendance.</b>	State Priority: 3, 5 LEA Plan Goal: 4, 5 Strategic Plan: 16 Technology Plan: 3, 4, 5, 7, 9	Develop and implement systems for monitoring and improving student attendance to increase attendance, reduce chronic absenteeism, and decrease truancy.	LEA-wide All		Provide opportunities and incentives to increase attendance within all subgroups	Provide opportunities and incentives to increase attendance within all subgroups	Provide opportunities and incentives to increase attendance within all subgroups
		Learning Directors will actively monitor attendance, working with family and County staff to develop and implement interventions and support.	LEA-wide Migrant		Actively monitor attendance, planning and implementing support services as needed	Actively monitor attendance, planning and implementing support services as needed	Actively monitor attendance, planning and implementing support services as needed
		Learning Directors will actively gather and monitor student data to ensure appropriate intervention placement, including credit recovery options. Provide the option of a 5 <sup>th</sup> year to complete graduation and a-g requirements.	LEA-wide Migrant		Monitor data and plan interventions to maximize learning options and time	Monitor data and plan interventions to maximize learning options and time	Monitor data and plan interventions to maximize learning options and time

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	Year 2: 2015-2016	Year 3: 2016-2017
<b>C5. identification of at-risk students, intervening to reduce dropout and increase graduation rates.</b>	State Priority: 3, 5 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 5, 7, 11, 16, 17, 19, 20 Technology Plan: 3, 4, 5, 7, 9	Conduct ongoing cycle of assessment of student performance as a means of strengthening effective instruction and identification of students for additional interventions and support.	LEA-wide All		Professional learning time to analyze data and instructional effectiveness; staff meetings; planning time; performance contract	Professional learning time to analyze data and instructional effectiveness; staff meetings; planning time; performance contract	Professional learning time to analyze data and instructional effectiveness; staff meetings; planning time; performance contract
<b>C6. safe and civil school environments in which students are safe, involved, valued, and respected.</b>	State Priority: 6 LEA Plan Goal: 4 Strategic Plan: 5, 7, 12, 16, 17, 18, 19, 20 Technology Plan: 3, 4, 5, 7, 9	Design and implement strategies to recruit and support students in extra-curricular activities.	LEA-wide All		Develop site-based recruitment programs	Site-based recruitment programs	Site-based recruitment programs
		Provide instruction in cyber safety, digital citizenship, and anti-bullying behaviors to increase student safety.	LEA-wide All		Annual and ongoing instruction	Annual and ongoing instruction	Annual and ongoing instruction
		Provide additional campus supervision to lower staff to student ratio.	LEA-wide All		Increase or maintain campus supervision staff	Increase or maintain campus supervision staff	Increase or maintain campus supervision staff
		Provide an additional school resource officer to increase safety, coordination of services with local law enforcement, and positive role models for students.	LEA-wide All		Increase School Resource Officer	Maintain or increase School Resource Officers	Maintain or increase School Resource Officers

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)	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	Year 2: 2015-2016	Year 3: 2016-2017
<b>Goal A. Ceres Unified will ensure high quality, equitable <i>Conditions of Learning</i> for each student through:</b>		Balance placement of staff, by experience and skill level, at and within sites.	LEA-wide Low Income		Review and audit each site for quality evaluation of employees	Review and audit each site for quality evaluation of employees	Review and audit each site for quality evaluation of employees
		A1. <b>fully credentialed, highly qualified teachers and instructional staff</b> in each classroom.	State Priority: 1 LEA Plan Goal: 3 Strategic Plan: 1, 21, 22 Technology Plan: 4	Hire instructional coaches to provide and support research-based professional learning and to support instructional effectiveness for staff	LEA-wide Low Income		Increase instructional coaching staff
A2. <b>standards-aligned instructional materials</b> , including education technology.	State Priority: 1 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 1, 2, 3, 4, 8, 14, 15 Technology Plan: 3, 4, 5, 6, 7, 9	Provide site budgets to support instruction based on academic standards and career readiness to include site-based: *Purchase supplemental standards-aligned instructional materials *Purchase of instructional supplies (copies, manipulatives, etc.) *Professional learning time to plan, create and share standards-based lessons.	LEA-wide Low Income		Site instructional materials and professional learning allocation	Maintain or increase site allocation	Maintain or increase site allocation

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	Year 2: 2015-2016	Year 3: 2016-2017
		Increase student access to technology, research, and instructional resources outside of the school day; expand library time through staff at K-6 and 7-12 levels.	LEA-wide Low Income		Increase library staff by 1	Maintain library staff	Maintain library staff
		Provide professional learning time related to standards-aligned materials for summer school and after school teachers and support staff.	LEA-wide Low Income		Performance contracts	Performance contracts	Performance contracts
		Provide information on free or low cost Internet options to CUSD students and families.	LEA-wide Low Income		Communicate information to families	Communicate information to families	Communicate information to families
		Provide non-Internet dependent digital access to standards-based instructional materials.	LEA-wide Low Income		Download materials onto 1:1 devices	Download materials onto 1:1 devices	Download materials onto 1:1 devices
		Provide professional learning time on standards-aligned materials for summer school and after school English Language Development teachers and support staff.	LEA-wide English learner		Performance contracts	Performance contracts	Performance contracts
A4. research-based instruction of <b>English Language Development, academic content, and academic performance standards in every</b>	State Priority: 2 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 1, 2, 4, 7, 8, 9, 10, 11, 14, 15, 17	Provide professional learning time to learn and plan for implementation of the 2012 ELD standards.	LEA-wide English learner		Release time; Lesson Study  Summer Standards Academies (July)	Release time; Lesson Study  Summer Standards Academies (July)	Release time; Lesson Study  Summer Standards Academies (July)

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	Year 2: 2015-2016	Year 3: 2016-2017
classroom.	Technology Plan: 3, 4, 6, 7, 9	Provide professional learning time to plan for Integrated (SDAIE) and Designated English Language Development lessons.	LEA-wide English learner		Release time; Lesson Study  Summer Standards Academies (July)	Release time; Lesson Study  Summer Standards Academies (July)	Release time; Lesson Study  Summer Standards Academies (July)
		Provide professional learning time for after school and summer school teachers to provide English Language Development instruction	LEA-wide English learner		Performance Contract	Performance Contract	Performance Contract
A5. access to a broad course of study.	State Priority: 7 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 1, 2, 5, 7, 8, 9, 10, 11, 14, 15, 16, 17, 19, 20 Technology Plan: 3, 4, 5, 7, 9	Increase learning time by providing an additional class period, expanding opportunities for students to broaden their course of study.	LEA-wide Low Income		Add a “zero” period before the traditional day begins at comprehensive high schools	Maintain or increase additional class periods	Maintain or increase additional class periods
		Provide K-6 specifically planned instruction during designated <i>Differentiated Instruction Time</i> to extend learning and/or to provide intervention based on identified student need.	LEA-wide English Learner  Low Income		Provide Differentiated Instruction based on unique student need (GATE/challenge, Intervention, Designated ELD, etc).	Provide Differentiated Instruction based on unique student need (GATE/challenge, Intervention, Designated ELD, etc).	Provide Differentiated Instruction based on unique student need (GATE/challenge, Intervention, Designated ELD, etc).
		Increase support for Career Technical Education classes through course offerings and instructional materials.	LEA-wide Low Income		Double capacity in Manufacturing Academy  Instructional materials; transportation to site-based programs	Increase or maintain Career Technical Education programs and support systems	Increase or maintain Career Technical Education programs and support systems

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	Year 2: 2015-2016	Year 3: 2016-2017
		With support from the English Learner Assistant, Learning Directors will actively gather and monitor student data to ensure appropriate course placement and credit documentation.	LEA-wide English Learner  Redesignated Fluent English Proficient		Prioritize English learner and Redesignated Fluent English Proficient placement and counseling	Prioritize English learner and Redesignated Fluent English Proficient placement and counseling	Prioritize English learner and Redesignated Fluent English Proficient placement and counseling
		Coordinate services to meet the unique needs of Foster Youth.	LEA-wide Foster Youth		Hire a Foster Youth Community Liason	Maintain Foster Youth Community Liaison position	Maintain Foster Youth Community Liaison position
		With support from the Foster Youth Community Liaison, Learning Directors will actively gather and monitor student data to ensure appropriate course placement and credit documentation.	LEA-wide Foster Youth		Prioritize foster youth placement and counseling	Prioritize foster youth placement and counseling	Prioritize foster youth placement and counseling
		Provide course access and credit recovery options through online learning programs.	LEA-wide Foster Youth		Increase access to the Endeavor Independent Study online curriculum through concurrent enrollment at comprehensive sites	Increase or maintain access to the Endeavor Independent Study online curriculum through concurrent enrollment at comprehensive sites	Increase or maintain access to the Endeavor Independent Study online curriculum through concurrent enrollment at comprehensive sites
<b>B1. student achievement.</b>	State Priority: 4 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 1, 2, 4, 7, 8, 9, 10, 11, 14, 15, 17 Technology Plan: 3, 4, 7, 9	Administrative Assistants to facilitate data collection, achievement testing, recognition programs, and administrative duties, increasing principal instructional time working with teachers, families, and students.	LEA-wide Low Income		Increase administrative assistants, beyond those currently at K-6 to the 7-12 levels, based on site-determined need.	Maintain administrative assistant position based on site-determined need.	Maintain administrative assistant position based on site-determined need.

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		K-6 academic intervention teams use the CUSD Pyramid of Interventions and Student Study Team process to provide individual academic planning and counseling for high-need students.	LEA-wide Low Income		Conduct regular reviews of student data, plan and implement interventions and services in a timely manner	Conduct regular reviews of student data, plan and implement interventions and services in a timely manner	Conduct regular reviews of student data, plan and implement interventions and services in a timely manner
		With support from the Foster Youth Community Liaison, Learning Directors and Administrative Assistants will actively gather and monitor student data to ensure appropriate academic supports are in place.	LEA-wide Foster Youth		Prioritize foster youth access to intervention and support services	Prioritize foster youth access to intervention and support services	Prioritize foster youth access to intervention and support services
		Identify and provide intervention to fill specific gaps in learning due to school mobility.	LEA-wide Foster Youth		Identify gaps in learning; plan and implement intervention and support services to close gaps	Identify gaps in learning; plan and implement intervention and support services to close gaps	Identify gaps in learning; plan and implement intervention and support services to close gaps
		With support from the English Learner Assistants, Learning Directors and Administrative Assistants will actively gather and monitor English learner and Redesignated Fluent English Proficient student achievement data to ensure appropriate academic supports are in place.	LEA-wide English learner  Redesignated Fluent English Proficient		Prioritize English learner and Redesignated Fluent English Proficient access to intervention and support services	Prioritize English learner and Redesignated Fluent English Proficient access to intervention and support services	Prioritize English learner and Redesignated Fluent English Proficient access to intervention and support services
		Paraprofessional support for high-needs students as determined by site data analysis.	LEA-wide Low Income		Based on site needs, increase paraprofessional support	Based on site needs, increase or maintain paraprofessional support	Based on site needs, increase or maintain paraprofessional support

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Provide enrichment learning opportunities connected to instruction of academic standards.	LEA-wide Low Income		Outdoor Education; Gallo Theater; Carnegie Arts Center  On location and virtual field trips (reduce or eliminate family fundraising).	Outdoor Education; Gallo Theater; Carnegie Arts Center  On location and virtual field trips (reduce or eliminate family fundraising).	Outdoor Education; Gallo Theater; Carnegie Arts Center  On location and virtual field trips (reduce or eliminate family fundraising).
		Expand intervention and enrichment opportunities in summer school, including enrichment, credit recovery, kindergarten readiness, and a bridge program for students entering first grade.	LEA-wide Low Income		Increase access and course offerings in summer school	Increase or maintain summer school program	Increase or maintain summer school program
		Provide students with classroom supplies to ensure full access for demonstration of learning.	LEA-wide Low Income		Provide classroom materials (e.g., paper, pencils, art supplies)	Provide classroom materials (e.g., paper, pencils, art supplies)	Provide classroom materials (e.g., paper, pencils, art supplies)
<b>B2. college and career readiness.</b>	State Priority: 4, 8 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 7, 20 Technology Plan: 3, 4, 5, 7, 9	Learning Directors to provide college and career readiness counseling and academic guidance	LEA-wide Low Income		Increase Learning Director staff to reduce staff to student ratio	Maintain Learning Director staff to student ratio	Maintain Learning Director staff to student ratio
		The K-12 <i>Ceres is Serious about College</i> program supports college and career readiness activities, including field trips to colleges, college testing preparation (PSAT, SAT, ACT), financial aid, career education and planning activities, and educational resources to promote college and career readiness to students and parents.	LEA-Wide Low Income		Increase college and career readiness activities and participation	Increase or maintain college and career readiness activities and participation	Increase or maintain college and career readiness activities and participation

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	Year 2: 2015-2016	Year 3: 2016-2017
		Increase career readiness activities (e.g., guest speakers, education programs, mock interviews, resume writing, online job applications, job shadowing).	LEA-wide Low Income		Coordinate career readiness activities with community agencies, service clubs, and local business partners	Coordinate career readiness activities with community agencies, service clubs, and local business partners	Coordinate career readiness activities with community agencies, service clubs, and local business partners
		Provide access to college and career readiness educational technology services (e.g. Career Cruising, California Career Zone, Google Apps for Education, Khan Academy).	LEA-wide Low Income		Plan and implement systemic use of career readiness technology to support student success	Plan and implement systemic use of career readiness technology to support student success	Plan and implement systemic use of career readiness technology to support student success
<b>B3. English learners attaining proficiency in English acquisition and academics.</b>	State Priority: 4 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 1, 2, 4, 7, 8, 9, 10, 11, 14, 15, 17 Technology Plan: 3, 4, 5, 7, 9	Provide English Language Development instruction through Integrated (SDAIE) and Designated English Language Development classes	LEA-wide English learner		Increase professional learning on ELD standards and effective instruction through Integrated and Designated ELD	Increase professional learning on ELD standards and effective instruction through Integrated and Designated ELD	Increase professional learning on ELD standards and effective instruction through Integrated and Designated ELD
		Provide extended English Language Development opportunities through the after school program, summer school, and academies throughout the year.	LEA-wide English learner		Sites plan and implement extended learning opportunities to meet specific needs of English learners	Sites plan and implement extended learning opportunities to meet specific needs of English learners	Sites plan and implement extended learning opportunities to meet specific needs of English learners
		Coordinate English learner services between Foster Youth Community Liaison, English Learner Assistant and Learning Director for those Foster Youth who are also English Learners.	LEA-wide Foster Youth		Analyze performance data for Foster and Youth and prioritize intervention services	Analyze performance data for Foster and Youth and prioritize intervention services	Analyze performance data for Foster and Youth and prioritize intervention services

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
<b>B4. English learner reclassification and ongoing achievement.</b>	State Priority: 4 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 1, 2, 4, 7, 8, 9, 10, 11, 14, 15, 17 Technology Plan: 3, 4, 5, 7, 9	Provide Integrated (SDAIE) English Language Development instruction and support in every classroom through research-based instructional strategies designed to support academic achievement for English learners.	LEA-wide English learner  Redesignated Fluent English Proficient		Professional learning to increase access to academic discourse of core content in support of language acquisition	Professional learning to increase access to academic discourse of core content in support of language acquisition	Professional learning to increase access to academic discourse of core content in support of language acquisition
		With the support of English Learner Assistants, Administrative Assistants and Learning Directors will closely monitor progress of English learners, providing support to accelerate academic achievement.	LEA-wide English learner  Redesignated Fluent English Proficient		Conduct data analysis at regular intervals and provide interventions in a timely manner, particularly for long-term English learners	Conduct data analysis at regular intervals and provide interventions in a timely manner, particularly for long-term English learners	Conduct data analysis at regular intervals and provide interventions in a timely manner, particularly for long-term English learners
		Redesignate English learners upon achieving district redesignation criteria and then monitor students' academic progress for at least 24 months, providing academic support as needed.	LEA-wide English learner  Redesignated Fluent English Proficient		Monitor English learners' academic achievement; conduct Language Assessment Team meetings to plan interventions and supports and to review and report progress	Monitor English learners' academic achievement; conduct Language Assessment Team meetings to plan interventions and supports and to review and report progress	Monitor English learners' academic achievement; conduct Language Assessment Team meetings to plan interventions and supports and to review and report progress
<b>B5. advanced placement participation and proficiency.</b>	State Priority: 4, 8 LEA Plan Goal: 1, 3, 5 Strategic Plan: 11 Technology Plan: 3, 4, 5, 7, 9	Conduct equity audits of course enrollment will be conducted to ensure students from each CUSD subgroup have access to and are recruited into Advanced Placement courses.	LEA-wide Low Income		Conduct equity audits at the beginning of each semester; counsel students and adjust placements as appropriate	Conduct equity audits at the beginning of each semester; counsel students and adjust placements as appropriate	Conduct equity audits at the beginning of each semester; counsel students and adjust placements as appropriate

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	Year 2: 2015-2016	Year 3: 2016-2017
		Analyze Advanced Placement test participation and scores to determine additional student and staff supports needed to increase proficiency.	LEA-wide Low Income		Provide AP test fee support; analyze test data to identify areas of increased service need	Provide AP test fee support; analyze test data to identify areas of increased service need	Provide AP test fee support; analyze test data to identify areas of increased service need
<b>B6. evidence of physical and mental health.</b>	State Priority: 8 LEA Plan Goal: 3, 4, 5 Strategic Plan: 5, 18 Technology Plan: 3, 4, 5, 7, 8, 9	Develop and implement physical and mental health programs to support high-need students and families.	LEA-wide Low Income		Coordinator and support staff	Maintain coordinator and support staff	Maintain coordinator and support staff
		Provide health screenings and assessments (i.e. vision, hearing, dental, and scoliosis, nutritional or other medical conditions) and coordinate medical referrals for necessary medical or health services as a result of the screening.	LEA-wide Low Income		Increase nursing and/or health clerk staff	Increase or maintain nursing/health clerk staff	Increase or maintain nursing/health clerk staff
		Provide access to nutritious meals through the <i>Breakfast for All</i> and the National School Lunch Program, as well as fresh fruits and vegetable stands on school campuses	LEA-wide Low Income		Increase participation in Child Nutrition Services; coordinate fresh fruit and vegetable vendors at school sites after school	Increase or maintain participation in Child Nutrition Services; fresh fruit and vegetable vendors at school sites after school	Increase or maintain participation in Child Nutrition Services; fresh fruit and vegetable vendors at school sites after school
		Provide mentoring services to support the personal and academic success of identified high-need students.	LEA-wide Low Income		Coordinate services with community agencies and businesses	Coordinate services with community agencies and businesses	Coordinate services with community agencies and businesses
		Develop, implement, and evaluate mental health counseling services.	LEA-wide Low Income		Increase mental health and counseling services, and professional learning	Maintain or increase mental health services and professional learning	Maintain or increase mental health services and professional learning

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Develop, implement, and evaluate social skills training programs.	LEA-wide Low Income		Increase social skills support services and professional learning	Maintain or increase social skills services	Maintain or increase social skills services
<b>B7. evidence of healthy decision making and citizenship.</b>	State Priority: 8 LEA Plan Goal: 4 Strategic Plan: 5, 16, 18, 19 Technology Plan: 3, 4, 5, 7, 8, 9	Provide training for staff working with youth regarding the unique educational needs and challenges of high needs students.	LEA-wide Low Income		Professional learning through staff meetings, release time, or performance contract	Professional learning through staff meetings, release time, or performance contract	Professional learning through staff meetings, release time, or performance contract
		With support from the Foster Youth Community Liaison, Learning Directors will actively gather and monitor Foster Youth student recognition and discipline data, providing additional supports as needed.	LEA-wide Foster Youth		Analyze data, plan, and implement recognition events and additional supports; ensure data is proportionate with other subpopulations	Analyze data, plan, and implement recognition events and additional supports; ensure data is proportionate with other subpopulations	Analyze data, plan, and implement recognition events and additional supports; ensure data is proportionate with other subpopulations
		With support from the English Learner Assistants, Learning Directors will actively gather and monitor English learner and Redesignated Fluent English Proficient student recognition and discipline data, providing additional supports as needed.	LEA-wide English learner  Redesignated Fluent English Proficient		Analyze data, plan, and implement recognition events and additional supports; ensure data is proportionate with other subpopulations	Analyze data, plan, and implement recognition events and additional supports; ensure data is proportionate with other subpopulations	Analyze data, plan, and implement recognition events and additional supports; ensure data is proportionate with other subpopulations
<b>Goal C1. Ceres Unified will ensure active family and student Engagement through:</b>	State Priority: 3 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 5, 7, 12, 16, 17, 18, 19, 20	Encourage family involvement by recognizing and valuing the family as an asset in supporting students' educational success.	LEA-wide Low Income		Family engagement activities in which families share cultural and educational resources.	Family engagement activities in which families share cultural and educational resources.	Family engagement activities in which families share cultural and educational resources.

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
	Technology Plan: 3, 4, 5, 7, 8, 9	Support a family-friendly environment through translation and childcare.	LEA-wide Low Income		Provide translation and childcare services at school events and meetings	Provide translation and childcare services at school events and meetings	Provide translation and childcare services at school events and meetings
<b>C2. family input in school decision making.</b>	State Priority: 3 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 12, 18 Technology Plan: 3, 4, 5, 7, 9	Ensure site and district advisory groups include representation from families and/or county staff knowledgeable in the unique educational needs and challenges of foster youth.	LEA-wide Foster Youth		With the support of the Foster Youth Liaison, actively recruit participation of families or support staff in school advisory teams	With the support of the Foster Youth Liaison, actively recruit participation of families or support staff in school advisory teams	With the support of the Foster Youth Liaison, actively recruit participation of families or support staff in school advisory teams
<b>C3. educational programs, designed for families, to empower them in supporting student achievement and success.</b>	State Priority: 3, 4, 8 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 12, 17, 18 Technology Plan: 3, 4, 5, 7, 8, 9	Provide educational programs for families related to standards, curriculum, college and career readiness, and supporting academic achievement (e.g., Parent visits to classrooms, Common Core nights, family literacy, PIQE, etc.)	LEA-wide Low Income		Plan and implement events to support family learning; extend application of learning through provision of curriculum and supplies for home use	Plan and implement events to support family learning; extend application of learning through provision of curriculum and supplies for home use	Plan and implement events to support family learning; extend application of learning through provision of curriculum and supplies for home use
		Provide adult education programs to increase educational resources for families (e.g., General Educational Development test, English as a Second Language, Spanish as a Second Language, Digital Literacy, job skills).	LEA-wide Low Income		Increase adult education programs	Maintain or increase adult education programs	Maintain or increase adult education programs
<b>C4. active family and student support and intervention to increase school attendance.</b>	State Priority: 3, 5 LEA Plan Goal: 4, 5 Strategic Plan: 16 Technology Plan: 3, 4, 5, 7, 9	Facilitate the home to school to community connections to increase access to family resources.	LEA-wide Low Income		Educational Options Community Liaison  Site-based Community Liaison	Maintain Educational Options Community Liaison and site-based Community Liaison based on site need	Maintain Educational Options Community Liaison and site-based Community Liaison based on site need

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		With support from the Foster Youth Community Liaison, Learning Directors will actively monitor attendance, working with family and County staff to develop and implement interventions and support.	LEA-wide Foster Youth		Actively monitor attendance, planning and implementing support services as needed	Actively monitor attendance, planning and implementing support services as needed	Actively monitor attendance, planning and implementing support services as needed
		With support from the Foster Youth Community Liaison, Learning Directors will actively gather and monitor student data to ensure appropriate intervention placement, including credit recovery options. Provide the option of a 5 <sup>th</sup> year to complete graduation and a-g requirements.	LEA-wide Foster Youth		Monitor data and plan interventions to maximize learning options and time	Monitor data and plan interventions to maximize learning options and time	Monitor data and plan interventions to maximize learning options and time
<b>C5. identification of at-risk students, intervening to reduce dropout and increase graduation rates.</b>	State Priority: 3, 5 LEA Plan Goal: 1, 2, 3, 4, 5 Strategic Plan: 5, 7, 11, 16, 17, 19, 20 Technology Plan: 3, 4, 5, 7, 9	Provide professional learning regarding the role of relationship-building and academic relevance for students at risk of dropping out of school.	LEA-wide Low Income		Release time; staff meeting; performance contract	Release time; staff meeting; performance contract	Release time; staff meeting; performance contract
<b>C6. safe and civil school environments in which students are safe, involved, valued, and respected.</b>	State Priority: 6 LEA Plan Goal: 4 Strategic Plan: 5, 7, 12, 16, 17, 18, 19, 20 Technology Plan: 3, 4, 5, 7, 9	Professional learning for staff in supporting the unique needs of students through positive behavior and youth development programs and strategies (e.g. Positive Behavior Intervention System, Nurtured Heart).	LEA-wide Low Income		Release time; staff meeting; performance contract	Release time; staff meeting; performance contract	Release time; staff meeting; performance contract
		Provide activities which increase student connectedness to school and facilitate transitions between academic programs.	LEA-wide Low Income		Field trips, speakers, assemblies, incentives, recognition events	Field trips, speakers, assemblies, incentives, recognition events	Field trips, speakers, assemblies, incentives, recognition events

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Provide positive relationships and mentoring to support personal and academic success through service learning opportunities for students and families.	LEA-wide Low Income		Coordinate services with community agencies and businesses	Coordinate services with community agencies and businesses	Coordinate services with community agencies and businesses
		Expand the K-8 After School Education and Safety program to allow participation in enrichment activities in a safe learning environment. The program is available Monday through Friday until 6:00 p.m. at no cost.	LEA-wide Low Income		Expand ASES staff	Increase or maintain ASES staff	Increase or maintain ASES staff