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

Introduction: *The Chico Unified School District serves almost 12,000 students in twenty-two schools located on eighteen campuses: ten K-6 elementary schools, one K-8 Open Structure Classroom school, one K-6 magnet school for Spanish immersion, three junior high schools, two comprehensive high schools, and one special services school. In addition, a total of four secondary alternative education programs—the Academy for Change, Oakdale Independent Study, the Center for Alternative Learning, and Fair View Continuation High School—are located on the Fair View campus. The district also has an internal charter school, Inspire School of Arts and Sciences, which is submitting its LCAP separately.*

LEA: Chico Unified School District   **Contact (Name, Title, Email, Phone Number):** Kelly Staley, Superintendent, kstaley@chicousd.org, (530) 891-3000
LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by

information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
District staff presented introductory sessions: From October, 2013 through January, 2014, Chico Unified School District (CUSD) staff from Business Services and Educational Services gave an overview of the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP) to three different groups district leadership, CUSD English Learner Advisory Committee (DELAC), CUSD employee groups (certificated, classified, and administrative), and bargaining units.	**Introductory sessions raised awareness** among parents, teachers, administrators, and representatives of target groups about changes to school funding, and in particular about the requirement that school plans and budgets be developed with input from all stakeholders.
Parent Advisory Committee formed to provide input into LCAP development. Principals asked parents to participate on the LCAP Parent Advisory Committee. The committee represented the demographics of the district, and included individuals familiar with the needs of English learners, foster youth, and low-income students.	**The committee make-up ensured that the final plan represented a cross-section of needs and backgrounds**. A total of 52 parents, 17 teachers, 11 classified staff, 5 community members, and 18 administrators were on the committee. The committee also included 9 Spanish-speaking and Hmong-speaking parents; translators were provided so they could participate fully. All of the district's 21 schools were represented.
Parent Advisory Committee, joined by site and district administrators and teachers, examined data showing how well CUSD students were doing compared with state and county averages in each of the eight priority areas. Data examined included • *Basic services data*, including access to highly qualified teachers, current textbooks and instructional materials, facilities in good repair, and technology • *Common Core State Standards (CCSS) data*, including the district's Common Core Standards implementation plan. • *Student achievement data*, including standardized test scores, graduation rates, college readiness rates (including EAP pass rates), English learner (EL) reclassification and English proficiency rates, Advanced Placement and International Baccalaureate pass rates • *Student engagement data*, including attendance, suspension and expulsion rates, student surveys, dropout rates, graduation rates; • *Course access data*, including numbers of students who graduate from our schools ready for college or career, Advanced Placement (AP) test pass rates, completion of career technical education (CTE) pathway sequences • *Parent involvement data,* including numbers of parents participating in schoolwide events;	**From the data, the committee identified several areas of need the committee to address through the LCAP:** • Increase access to technology • Increase student proficiency in English language arts (ELA) and math • Increase proficiency rate for English learners • Increase redesignation rate for English learners • Increase the number of students graduating from our schools ready for college and careers • Increase the number of parents able to access information on their child's achievement from Parent Portal, and participating in school activities (Back to School Night, Open House, PTA, School Site Council, etc.) • Decrease dropout rate, chronic absenteeism rate, suspension rate, and expulsion rate • Increase graduation rate • Address the fact that the suspension and expulsion rates are higher for Hispanic, African-American, and American Indian students than for white or Asian students **The following additional input was provided by stakeholder groups. Some was included in the final LCAP and budget.**

Involvement Process	Impact on LCAP
- *School climate data*, including suspension and expulsion data overall and by specific subgroups; - O*ther student outcomes data*, including report cards, transfer rates to alternative education (due to lack of credits), retention rates, **District staff sought additional input into the draft LCAP** from additional groups including - Employee bargaining units - Foster youth (by attending a county-wide Foster Youth LCAP Stakeholder meeting in Oroville, where former foster youth shared what would have helped them be successful in school. Foster family agencies also provided input) - The public through invitations to submit questions and comments via the website and following each PAC meeting (see also "communication" below) **The LCAP Committee (Parents' Advisory Group and Employees' Group) met five times in three months to develop and refine goals from identified needs.** The use of whisper mikes and translators helped parents who did not speak English to be full participants. Child care and dinner were provided at each meeting to further eliminate potential barriers to the participation of all parents. The meetings were structured as follows: - February 6: Committee members were divided into table groups by the following categories: high schools, junior highs, Title I elementary schools, non-Title I elementary schools, and School of Choice elementary schools. Groups were led through a process where each table created a list of what they felt were important to student success in school. - February 20: Groups identified what attributes a child should have after completing education in the CUSD. They then reviewed their lists from the February 6 meeting, and determined which of the state priorities each item met. - March 11: Committee members were put into new groups combining elementary and secondary representatives. Each group was assigned one of the eight state priorities. Using draft goals created by CUSD leadership, groups were given time to review the draft goals, and revise or create new draft goals that would align the needs identified by the Parent Advisory Group and employee groups with state priorities required for the LCAP.	- Input from CSEA was that that the plan should provide more competitive compensation and benefits to classified staff. It also recommended that the district's plan to address the eight priorities include increasing staffing for custodial, maintenance and grounds, secretarial/clerical/technical, para-educator and similar positions, nutrition services, campus security, transportation, and information technology (IT) employees. The proposed increase in staffing includes increased hours for existing staff as well as increased personnel. - Input from CUTA was that the LCAP must reflect the fact that competitive compensation and benefits as well as a collaborative approach to program development with CUTA are essential components in the process of improving student outcomes. CUTA further commented that district assessments should be performance indicators relevant to current grade-level-adopted curriculum, and not be conducted at the expense of instructional time for the sake of accumulating data which may not be used to guide instructional practices. Finally, CUTA proposed that the two CUTA-designated members be part of the committee which composes the initial draft, revisions, and final LCAP presented to the board. - Input from foster youth advocates (via the Butte County Foster Youth LCAP Stakeholder meeting) had to do with consistency in providing services to foster youth (such as the need for more coordination on tracking health and school records); the need to balance academic and emotional support for foster youth; and the need for training and support for school staff geared toward supporting foster youth (such as therapeutic crisis intervention and trauma informed models). - General comments and questions submitted in writing showed additional areas stakeholders saw as important, including reinstatement of summer school to keep students on track for graduation; elementary counseling; transportation from home to school; elementary school sports teams (soccer, flag football); and intervention programs for students making negative choices. Written comments also questioned the necessity of purchasing technology as proposed in the plan, suggesting instead an investment in professional development to make teachers "top notch, reflective, and focused on student learning."

Involvement Process	Impact on LCAP
• <u>April 2</u>: The CUSD Board of Trustees attended the PAC meeting. Board members joined PAC and employee tables to continue the process of creating goals to match each priority. • <u>April 29</u>: A full draft of the LCAP, based on the goals developed by the groups, was shared with the PAC. Each group reviewed the goals for their priority area, made any revisions necessary, and presented their goals to the rest of the group. **Communication** • District administration added an LCAP section to the district website, including space for comments and questions. • PAC members and employees were encouraged to submit questions in writing at the end of each meeting. • A revised draft version of the plan, edited for clarity and redundancy but with no change in content from the April 29 version, was presented to the Board of Trustees and the public for additional input and comment on May 21. • On June 11, a public hearing for the LCAP will be held at a regularly scheduled CUSD board meeting. • On June 18, the LCAP and 2014-15 budget is on the agenda for adoption.	**Communication** • The superintendent responded to all questions in writing.

Section 2: Goals and Progress Indicators

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a

specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016 - 2017	
Need: All students need highly qualified teachers, sufficient instructional materials, sufficient technology, and facilities in good repair **Metrics:** • Williams Act facility inspection tool • Williams Act instructional materials tool • Human Resources records showing all teachers credentialed in	**Goal 1: Quality Teachers, Materials, and Facilities** All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.							
	1.1: All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, and facilities in good repair.	All Students	LEA-wide: all schools		Maintain 100% compliance with Williams Act requirements regarding teacher qualifications, instructional materials, and facilities.	Maintain 100% compliance with Williams Act requirements regarding teacher qualifications, instructional materials, and facilities.	Maintain 100% compliance with Williams Act requirements regarding teacher qualifications, instructional materials, and facilities.	*Priority 1: Basic Services*
	1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum,	All Students	LEA-wide: All Schools		At least 20% of CUSD students will have access to computer technology at any given time.	At least 25% of CUSD students will have access to computer technology at any given time.	At least 30% of CUSD students will have access to computer technology at any given time.	*Local Priority*

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016 - 2017	
their field • School Accountablility Report Card (SARC) data documenting compliance with Williams Act provisions • IT records documenting technology purchases by site	instruction and assessment				Identify baseline needs for teacher and student support by instructional aides-technology and teacher professional development (PD) in technology	Provide tech instructional aides and teacher PD in technology (measurable increase will depend on baseline)	Provide tech instructional aides and teacher PD in technology (measurable increase will depend on baseline)	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016 - 2017	
Need: Ongoing professional development and support for teachers in implementing Common Core State Standards (CCSS) and Smarter Balanced Assessments (SBAC). **Metrics:** • Common Core implementation plan • Smarter Balanced Assessment (baseline spring 2015) • Formative district and/or site assessments aligned to CCSS and mirroring format and rigor of SBAC	**Goal 2.0: Fully Align Curriculum and Assessments with Common Core:** Provide professional development and teacher support to ensure that all CUSD students receive instruction in all subject areas fully aligned to the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), and assessments that align with new state standardized assessments (SBAC).							
	2.1: CUSD will continue to support teachers in implementing the Common Core State Standards, as measured by the district moving at least one stage per year on the CCSS Stages of Implementation Plan.	All Students	LEA-wide: All Schools		All CUSD teachers and schools will assess current status of CCSS implementation, and move from that baseline to at least a stage 2 on CCSS implementation plan (attached).	CUSD teachers and schools will move from stage 2 to stage 3 of CCSS implementation: aligning assessments and progress monitoring tools.	CUSD will move from stage 3 to stage 4 of CCSS implementation: implementing CCSS in schools and district	*Priority 2: Implementation of Common Core Standards*
	2.2: All students will receive high-quality instruction increasingly aligned with the Common Core and SBAC.				Students will receive instruction in the Common Core Standards with instructional strategies reflecting the rigor of the CCSS. Baseline data from SBAC will be established.	Students will continue to receive CCSS-aligned instruction, and will show a 3% increase over baseline on SBAC.	Students will continue to receive CCSS-aligned instruction, and will show a 3% increase over the previous year on SBAC.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016 - 2017	
Need: Increase the numbers of students who successfully enter and graduate from high school college and career-ready. **Required Metrics:** • Performance on state standardized achievement tests • Academic Performance Index (API) data • English learner (EL) re-designation rates • Share of ELs that become proficient in English, as measured by the California English Language Development Test (CELDT)	**Goal 3.0: Support High Levels of Student Achievement in a Broad Range of Courses** Provide all CUSD students the support and guidance to succeed in a broad range of challenging courses preparing them to successfully enter higher education and a viable career							
	3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers	All secondary students	All high schools		Identify existing pathways through high school and obstacles currently preventing all students from staying on track for college and careers, and develop a plan to address.	Implement college / career plan established in year one, ensuring that at a minimum all freshmen are on track for college and careers.	Continue to implement college/career plan, ensuring that all freshman and sophomores are on track for college and careers.	*Priority 4: Student Achievement* *Priority 7: Course Access* *Priority 8: Other Student Outcomes*
	3.2 Increase student achievement at all grades and in all subject areas on state, district, and site assessments.	All students	LEA-wide: All Schools		Establish baseline of student achievement in all subject areas, using site, district, state assessments.	Student achievement will increase by 2% over baseline on site, district and state assessments.	Student achievement will increase by 2% over baseline on site, district and state assessments.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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• Advanced Placement (AP) participation and pass rate • Early Assessment Program (EAP) results • Percentage of graduates completing A-G requirements • Percentage of students completing CTE sequence **Additional Metrics** • Student grades • IB participation and pass rate • Performance on district/ school assessments *(Star reading, BAS, CUSD trimester math assessments* • College / career plan (to be developed or refined 2014-15) • Number of intervention courses per site	3.3: Increase the number of students entering high school at grade level in ELA and mathematics.	All Students	All K-8 schools		Establish baseline number of students in all subgroups at or below grade level in ELA and math upon entering middle school	Provide academic interventions and supports for students in K-12 to increase percentage of students entering middle school at grade level in ELA and math by 2% over baseline	Provide academic interventions and supports for students in K-12 to increase percentage of students entering middle school at grade level in ELA and math by 2% over baseline	*Priority 4: Student Achievement* *Priority 7: Course Access* *Priority 8: Other Student Outcomes*
	3.4. Increase student achievement for English learners	English learners	All schools		61% of English learners will increase one level of English proficiency as measured by the CELDT.	62% of English learners will increase one level of English proficiency as measured by the CELDT.	63% of English learners will increase one level of English proficiency as measured by the CELDT.	
	3.5: Increase the percentage of students graduating from high school fully prepared for college and careers	High school students	All high schools		Increase by 3% students graduating ready for college as measured by one or more of the following: • Meeting UC a-g requirements (baseline 41%)	Provide academic interventions and supports for students in K-12 to increase students meeting a-g requirements by 3% over previous year.	Provide academic interventions and supports for students in K-12 to increase students meeting a-g requirements by 3% over previous year.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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• California High School Exit Exam (CAHSEE) proficiency rate • Entry Level Mathematics (ELM) • English Placement Test (EPT)					• Passing AP or IB class(es) (baseline 68%) • Passing EAP as "ready" (baseline 28% ELA, 17% summative math, 3% Algebra 2)			
		High school students	All high schools		Establish baseline data on percentage of students who graduate completing a CTE pathway sequence	Increase by 1% students who complete a CTE pathways sequence.	Increase by 1% students who complete a CTE pathways sequence	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Need: To assist parents in accessing student information at home and at school. **Metrics:** • Number and variety of parent participation options • Targeted Case Manager (TCM) logs documenting parent participation and involvement • Number/% of unduplicated parents participating in parent information nights. • Number/% of parents involved in school/district opportunities • Number/% of schools with proper use & composition of School Site Councils (SSCs)	**Goal 4.0: Provide opportunities for meaningful parent involvement and input** CUSD will increase parental involvement so parents may help their student to be successful academically, socially, and emotionally.							
	4.1: For students at the middle and high school levels, provide training and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information.	All Students English Learners Foster Youth Low Income Students Students w/ disabilities	LEA-wide = All schools		Increase the number of parents accessing electronic student information systems from fall 2014 baseline to at least 25%.	Increase the number of parents accessing student performance information will increase from 25% to 50%.	Increase the number of parents accessing student performance information will increase from 50% to 75%.	*Priority 3: Parent Involvement*
					Establish baseline on consistency of timely teacher response to parent inquiries.	Increase consistency of timely teacher response (amount of increase will depend on baseline).	Maintain or, if needed, continue to increase consistent and timely teacher response to parent inquiries.	
	4.2: At all levels, increase parent input and involvement in school activities.				Establish baseline data on opportunities for parent involvement and input, and number / % of parents who are involved in one or more activities.	Schools will provide staff training and TCM support to increase parent involvement by 5% over baseline.	Schools will provide staff training and TCM support to increase parent involvement by 5% over the previous year.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016 - 2017	
Need: Maintain current positive attendance data and to monitor and support CUSD subgroups along with all students.	**Goal 5.0: Improve School Climate** CUSD will implement strategies to improve school climate so that all students, inclusive of all subgroups, will feel safe, supported, engaged and meaningfully challenged.							
Required Metrics • Attendance Rates Chronic absenteeism rates • Middle School Dropout Rates • High School Dropout Rates • Graduation and program completion rates • Suspension data by school site and district • Expulsion data by school site and district **Additional Metrics** • Student Survey • Cohort stability rates • SARB data • In School Suspension (ISS)	5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.	All Students English Learners Foster Youth Low Income Students Students w/ disabilities	LEA-wide = All schools		Maintain attendance rates at or above 95% rate.	Maintain attendance rates at or above 95% rate.	Maintain attendance rates at or above 95% rate.	*Priority 5: Student Engagement* *Priority 6: School Climate*
					Decrease chronic absenteeism from 7.7% to 7.5%.	Decrease chronic absenteeism from 7.5% to 7.3%.	Decrease chronic absenteeism from 7.3% to 7.0%.	
			Secondary schools		Decrease the dropout rate by 1% of current rate.	Decrease the dropout rate by 1% from previous year.	Decrease the dropout rate by 1% from previous year.	
					Increase high school graduation and/or program completion rate by 1% of current rate.	Increase high school graduation and/or program completion rate by 1%.	Increase high school graduation and/or program completion rate by 1%.	
		All Students English Learners Foster	LEA-wide = All schools		CUSD will reduce the student referrals, suspension and expulsion rates annually by 1%.	CUSD will reduce the student referrals, suspension and expulsion rates by 1% from previous year.	CUSD will reduce the student referrals, suspension and expulsion rates annually by 1% from previous year.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP YEAR Year 3: 2016 - 2017	
data • Healthy Kids survey • Parent survey • Co-curricular activities • "Save Rate" • "F" data • ISS data • Site behavior contracts • Elementary Opportunity class data		Youth Low Income Students Students w/ disabilities			CUSD will reduce "Out of School Suspensions" by 5%.	CUSD will reduce "Out of School Suspensions" annually by 1%.	CUSD will reduce "Out of School Suspensions" annually by 1%	

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: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
	Goal 1: Quality Teachers, Materials, and Facilities All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.						
Goal 1.1: All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, and facilities in good repair.	*Priority 1: Basic Services*	District Human Resources (HR) staff continues to review credentials and teacher assignments	LEA-wide: All schools		Review credentials and assignments: - Cost: $8,000 - Source: General Fund	Review credentials and assignments: - Cost: $8,000 - Source: General Fund	Review credentials and assignments: - Cost: $8,000 - Source: General Fund
		District continues to meet the requirements of the Williams Act as it relates to instructional materials and facility condition via site inspections and inventory	LEA-wide: All schools		Purchase instructional materials - Cost: $700,000 - Source: $350,000 Restricted Lottery, $350,000 General Fund	Purchase instructional materials - Cost: $700,000 - Source: $350,000 Restricted Lottery, $350,000 General Fund	Purchase instructional materials - Cost: $700,000 - Source: $350,000 Restricted Lottery, $350,000 General Fund
					Regularly inspect and maintain facilities - Cost: $2,850,000 - Source: General Fund- Restricted Routine Maintenance Account	Regularly inspect and maintain facilities - Cost: $2,850,000 - Source: Source: General Fund- Restricted Routine Maintenance Account	Regularly inspect and maintain facilities - Cost: $2,850,000 - Source: Source: General Fund- Restricted Routine Maintenance Account

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: 2014-15	**LCAP YEAR Year 2: 2015-16**	**LCAP YEAR Year 3: 2016-17**
Goal 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment	*Local Priority*	Purchase devices for classrooms and teachers per district Technology Plan specs and needs identified.	LEA-wide: All schools		Purchase devices for students and teachers per district tech plan • Cost: $1,300,000 • Source: Common Core Implementation Funds	Purchase devices for students and teachers per district tech plan • Cost: $100,000 • Source: General Fund	Purchase devices for students and teachers per district tech plan • Cost: $100,000 • Source: General Fund
		Provide teacher in-service on device hardware and applications	LEA-wide: All schools		Provide teacher professional development in technology hardware and applications • Cost: $75,000 • Source: $50,000 Title II, $25,000 One-time Common Core Implementation Funds	Provide teacher professional development in technology hardware and applications • Cost: $25,000 • Source: Title II	Provide teacher professional development in technology hardware and applications • Cost: $25,000 • Source: Title II
		Maintain appropriate level of support for devices and infrastructure with additional IT staff (including instructional aides - technology).	LEA-wide: All schools		Employ instructional aides - Technology • Cost: $300,000 • Source: LCFF Supplemental Funds	Employ instructional aides - Technology • Cost: $300,000 • Source: LCFF Supplemental Funds	Employ instructional aides - Technology • Cost: $300,000 • Source: LCFF Supplemental Funds
		Promote awareness of community resources available to assist low-income families providing technology in the home.			Provide information to low-income families on resources supporting technology (e.g., Computers for Classrooms) *(see section 3B for costs: TCMs)*	Continue providing information to families on resources supporting technology *(see section 3B for costs: TCMs)*	Continue providing information to families on resources supporting technology *(see section 3B for costs: TCMs)*

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: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 2.0: Fully Align Curriculum and Assessments with Common Core: Provide professional development and teacher support to ensure that all CUSD students receive instruction in all subject areas fully aligned to the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), and assessments that align with new state standardized assessments (SBAC).							
2.1: CUSD will continue to support teachers in implementing the Common Core State Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan.	*Priority 2: Implementation of Common Core Standards*	Teachers work with grade- and course-alike peers, instructional coaches, and administration to assess progress on implementing CCSS.	LEA-wide: All schools		Teachers identify current status and next steps in CCSS implementation plan • Cost: $50,000 • Source: General Fund – teacher contract time	Teachers evaluate current status and next steps in CCSS implementation • Cost: $150,000 • Source: Title II	Teachers evaluate current status and next steps in CCSS implementation • Cost: $150,000 • Source: Title II
		Provide trainings and professional development in in CCSS, according to teacher needs	LEA-wide: All schools		Provide PD in CCSS: • Cost: $220,000 • Source: One-time Common Core Implementation Funds *(For EL students: see section 3B)*	Provide PD in CCSS: • Cost: $200,000 • Source: Title II *(For EL students: see section 3B)*	Provide PD in CCSS: • Cost: $200,000 • Source: Title II *(For EL students: see section 3B)*
2.2: Students will receive high-quality instruction increasingly aligned with the Common Core and SBAC.	*Priority 2: Implementation of Common Core Standards*	Provide opportunities for teachers to work with grade- or course-alike peers to unpack and back-map the standards, and to share their work with others (staff meetings, district staff development days, etc.)	LEA-wide: All schools		Unpack, back-map standards and share results (*staff and district meeting time*) • Cost: $50,000 • Source: General Fund – included in certificated	Continue to refine and align curriculum, instruction, assessments (*staff and district meeting time*) • Cost: $50,000 • Source: General	Continue to refine and align curriculum, instruction, assessments (*staff and district meeting time*) • Cost: $50,000 • Source: General

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: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
					contract time	Fund – included in certificated contract days	Fund – included in certificated contract days
	Priority 2: Implementation of Common Core Standards	Create and administer CCSS-aligned district and site formative assessments (through grade/department meetings, district-wide meetings, collaboration time, and staff development)	LEA-wide: All schools		Create CCSS-aligned site and/or district formative assessments • Cost: $50,000 • Source: General Fund – included in certificated contract time	Continue to align common assessments with CCSS and SBAC: • Cost: $50,000 • Source: General Fund – included in certificated contract days	Analyze effectiveness of common assessments and alignment to SBAC; modify as needed • Cost: $50,000 • Source: General Fund – included in certificated contract days
		Utilize instructional coaches (with focus on literacy/ELA, math, and ELD) to support teachers in implementing rigorous standards-aligned instruction for the classroom and identified subgroups.	LEA-wide: All schools		Employ instructional coaches (ELA/literacy and math) • Cost: $700,000 • Source: LCFF Supplemental Funds *(For ELD coaches, see section 3B)*	Employ instructional coaches (ELA/literacy and math) • Cost: $700,000 • Source: LCFF Supplemental Funds *(For ELD coaches, see section 3B)*	Employ instructional coaches (ELA/literacy and math) • Cost: $700,000 • Source: LCFF Supplemental Funds *(For ELD coaches, see section 3B)*
		Support adult learning around instructional design, with a focus on using student evidence, through peer observation / peer rounds	LEA-wide: All schools		Release time for peer rounds observations and debrief • Cost: $50,000 • Source: Site Title II	Release time for peer rounds observations and debrief • Cost: $50,000 • Source: Site Title II	Release time for peer rounds observations and debrief • Cost: $50,000 • Source: Site Title II

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: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 3.0: Support High Levels of Student Achievement in a Broad Range of Courses Provide all CUSD students the support and guidance to succeed in a broad range of challenging courses preparing them to successfully enter higher education and a viable career							
Goal 3.1: Develop and implement a plan to ensure that all students in all subgroups, beginning at kindergarten, are on track for successful entrance into college and careers.	*Priority 4: Student Achievement* *Priority 7: Course Access* *Priority 8: Other Student Outcomes*	Identify existing pathways through high school, obstacles preventing all students from completing pathways, and **implement a plan that provides access** for all to college and careers	LEA-wide: All schools		Admin/teacher leadership groups identify existing pathways, obstacles, and a plan to ensure all students are on track academically to succeed • Cost: $50,000 • Source: $25,000 General Fund – Contract time, $25,000 Title I	Implement and monitor college / career plan for all ninth graders as identified in Year 1 • Cost: $10,000 • Source: General Fund	Implement and monitor college / career plan for all ninth and tenth graders • Cost: $10,000 • Source: General Fund
		Research and implement ways to provide all students K-12 the academic support and enrichment to stay on grade level. Options might include • all day TK/ kindergarten • Ways to encourage parent participation • broaden scope of secondary course offerings	LEA-wide: All schools		Research options to provide students K-12 with the academic support to stay on grade level. • Cost: $50,000 • Source: $25,000 General Fund – Contract time, $25,000 Title I	Implement as needs and funding allow	Implement as needs and funding allow

Chico Unified School District　　　　　　*Local Control Accountability Plan*　　　　　　*June 12, 2014*

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: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
3.2 Increase student achievement at all grades and in all subject areas on state, district, and site assessments		Identify and implement research-based interventions to support student success in core and advanced courses. *Other actions and services:* • *TCMs* • *Instructional Coaches* • *Professional Development to increase rigorous instruction*	LEA-wide: All schools		Identify and implement intervention options, with a focus on those that will not pull students away from core (e.g., independent study, modified schedule, after-school time) • Cost: $1,200,000 • Source: LCFF Site Designated	Implement academic interventions • Cost: $1,200,000 • Source: LCFF Site Designated	Maintain academic interventions • Cost: $1,200,000 • Source: LCFF Site Designated
3.3: Increase the number of students entering high school at grade level in ELA and mathematics.	*Priority 4: Student Achievement* *Priority 7: Course Access* *Priority 8: Other Student Outcomes*	Employ TCMs to provide support for students and parents, and to monitor student progress *Other actions and services:* • *Academic interventions* • *Instructional Coaches* • *Professional Development to increase rigorous instruction*	LEA-wide: All schools		Provide TCMs and instructional coaches for academic support and improved instruction *(Costs & Source listed in 3B)*	Provide TCMs and instructional coaches for academic support and improved instruction *(Costs & Source listed in 3B)*	Provide TCMs and instructional coaches for academic support and improved instruction *(Costs & Source listed in 3B)*
3.4. Increase student achievement for English learners		Provide consistent, high-quality English instruction aligned with ELD and CCSS to English learners	LEA-wide: All schools		EL coaches *(see section 3B for costs)*	EL coaches *(see section 3B for costs)*	EL coaches *(see section 3B for costs)*
		Provide professional development to all teachers in working with English learners			Before-school and school-year PD in EL *(see section 3B for costs)*	Before-school and school-year PD in EL *(see section 3B for costs)*	Before-school and school-year PD in EL *(see section 3B for costs)*

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: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
3.5: Increase the percentage of students graduating from high school fully prepared for college and careers		Increase rigorous instruction and support through instructional coaching and professional development in high-quality instruction. *Other actions and services:* • *TCMs* • *Instructional Coaches* • *Academic interventions*	LEA-wide: All schools		Provide instructional coaches to support teachers in providing high-quality instruction, (*see Goal 2*).	Employ coaches to support teachers in providing high-quality instruction, with a focus on literacy, ELA, math, and ELD (*see Goal 2*)	Employ coaches to support teachers in providing high-quality instruction, with a focus on literacy, ELA, math, and ELD (*see Goal 2*).

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: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 4.0: Provide opportunities for meaningful parent involvement and input CUSD will increase parental involvement so parents may help their student to be successful academically, socially, and emotionally.							
4.1: Provide training and support to increase the numbers of parents and teachers using district electronic student information system to monitor student performance information.	*Priority 3: Parent Involvement*	Provide teacher training for use of parent portal -Elementary: beginning stages -Secondary: refresher training			Provide teacher training in using Parent Portal • Cost: $25,000 • Source: General Fund – included in certificated contract time	Provide teacher training in using Parent Portal • Cost: $15,000 • Source: General Fund – included in certificated contract time	Provide teacher training in using Parent Portal • Cost: $5,000 • Source: General Fund – included in certificated contract time
		Provide parent training for access to parent portal and / or other electronic means to monitor student academic achievement.			Provide parent training in using Parent Portal • Cost: $5,000 • Source: General Fund	Provide parent training in using Parent Portal • Cost: $5,000 • Source: General Fund	Provide parent training in using Parent Portal • Cost: $5,000 • Source: General Fund
4.2: Increase parent input and involvement in school activities.		Provide training for parents/guardians to learn about school programs, supports, and activities to increase active participation in school with their student(s).			Provide parent training in accessing school programs • Cost: $5,000 • Source: General Fund	Provide parent training in accessing school programs • Cost: $5,000 • Source: General Fund	Provide parent training in accessing school programs • Cost: $5,000 • Source: General Fund
		Train staff, including TCM and counselors, in strategies to include parents on campus during the school day and at meetings in the evenings.			Provide TCM and/or other staff support for increasing parent participation • Cost: $10,000 • Source: General	Provide TCM and/or other staff support for increasing parent participation • Cost: $10,000 • Source: General	Provide TCM and/or other staff support for increasing parent participation • Cost: $10,000 • Source: General

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: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
					Fund, Title I	Fund, Title I	Fund, Title I
		Schools will develop the means to track parent involvement and be able to analyze the data for improvement.			Sites identify mechanism and personnel for tracking • Cost: $5,000 • Source: General Fund	Sites track parent involvement and make adjustments as suggested by data • Cost: $5,000 • Source: General Fund	Sites analyze parent involvement data on a continuous basis to determine how to improve • Cost: $5,000 • Source: General Fund
		Sites will have assigned TCM to support parent involvement and participation at all schools			Provide TCM and/or other staff support for increasing parent participation *(Costs & Source listed in 3B)*	Provide TCM and/or other staff support for increasing parent participation *(Costs & Source listed in 3B)*	Provide TCM and/or other staff support for increasing parent participation *(Costs & Source listed in 3B)*

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: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 5.0: Improve School Climate CUSD will implement strategies to improve school climate so that all students, inclusive of all subgroups, will feel safe, supported, engaged and meaningfully challenged.							
5.1: The CUSD will provide a three-part approach to improving school climate and student engagement: training and professional development, staffing and services, and identification of specific strategies to improve selected indicators.	*Priority 5: Student Engagement* *Priority 6: School Climate*	Provide **training and professional development** to district staff in becoming a trauma-informed district to better support the needs of all students			Provide PD in becoming a trauma-informed district • <u>Cost</u>: $5,000 • <u>Source</u>: General Fund	Provide PD in becoming a trauma-informed district • <u>Cost</u>: $5,000 • <u>Source</u>: General Fund	Provide PD in becoming a trauma-informed district • <u>Cost</u>: $5,000 • <u>Source</u>: General Fund
		Provide parents training at elementary sites to support parental oversight of school attendance			Provide parent training / classes to improve attendance • <u>Cost</u>: $10,000 • <u>Source</u>: General Fund, Title I	Provide parent training / classes to improve attendance • <u>Cost</u>: $10,000 • <u>Source</u>: General Fund, Title I	Continue parent training / classes as needed to improve attendance • <u>Cost</u>: $10,000 • <u>Source</u>: General Fund, Title I
		Support home/school communication and improve school climate, particularly for unduplicated students, through elementary guidance aides, targeted case managers, and bilingual instructional aides *(see Section 3B)*			*See section 3B*	*See section 3B*	*See section 3B*

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: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		Provide in-school suspension alternatives			Research in-school suspension alternatives • Cost: $5,000 • Source: General Fund	Implement ISS alternatives • Cost: $10,000 • Source: General Fund	Modify and adjust as needed, and continue to implement if effective • Cost: $10,000 • Source: General Fund
		Provide social-emotional support services (EMHI, PIP, etc.) at all elementary sites			Provide social-emotional support services (e.g. EMHI, PIP): • Cost: $284,000 • Source: General Fund	Provide social-emotional support services (e.g. EMHI, PIP): • Cost: $284,000 • Source: General Fund	Provide social-emotional support services (e.g. EMHI, PIP): • Cost: $284,000 • Source: General Fund
		Establish a consistent system for tracking students referred to the office for behavioral issues			Establish system for tracking behavioral referrals • Cost: $5,000 • Source: General Fund	Implement system for tracking referrals • Cost: $5,000 • Source: General Fund	Continue, with modifications as needed • Cost: $5,000 • Source: General Fund
		Identify and implement specific strategies to improve school climate and student engagement. These may include such strategies as: • Improved campus supervision during school hours. • Student mentoring in all schools			Site and district groups research strategies to improve climate and engagement as listed, and report back on the costs and benefits of each.	Implement one or more strategies at either a site or district level, based on findings in year one. • Cost: $5,000 • Source: General Fund	Continue to implement with modifications as needed. • Cost: $5,000 • Source: General Fund

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: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		• Reinstating the School Resource Officer program (in conjunction with the City of Chico) • Implementing Restorative Justice techniques • Tracking parent involvement at a site level and analyzing the data for improvement • Providing more sports and after-school activities at each site. • Investigate leadership support at the elementary sites			• <u>Cost</u>: $5,000 • <u>Source</u>: General fund		

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		For low income pupils: • Utilize instructional coaches to support teachers in implementing rigorous standards-aligned instruction that meets the unique instructional needs of unduplicated pupils. • Employ additional personnel to provide support for unduplicated pupils in	LEA-wide: All schools		Provide instructional coaches • Cost: $700,000 • Source: LCFF Supplemental Funds Employ elementary guidance techs • Cost:	Provide instructional coaches • Cost: $700,000 • Source: LCFF Supplemental Funds Sustain funding for elementary guidance techs • Cost:	Provide instructional coaches • Cost: $700,000 • Source: LCFF Supplemental Funds Sustain funding for elementary guidance techs • Cost:

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		staying on track academically and socially for college and careers.			$100,000 • Source: LCFF Supplemental Funds	$100,000 • Source: LCFF Supplemental Funds	$100,000 • Source: LCFF Supplemental Funds
		• Employ Targeted Case Managers (TCMs) to provide support for unduplicated students and their families, and to monitor student progress.			Employ TCMs • Cost: $200,000 • Source: LCFF Supplemental Funds	Sustain funding for TCMs • Cost: $200,000 • Source: LCFF Supplemental Funds	Sustain funding for TCMs • Cost: $200,000 • Source: LCFF Supplemental Funds
		• Employ bilingual instructional aides (IAs)			Employ bilingual instructional aides • Cost: $100,000 • Source: LCFF Supplemental Funds	Sustain funding for bilingual instructional aides • Cost: $100,000 • Source: LCFF Supplemental Funds	Sustain funding for bilingual instructional aides • Cost: $100,000 • Source: LCFF Supplemental Funds
		• Employ technology instructional aides			Employ technology instructional aides • Cost: $300,000 • Source: LCFF	Sustain funding for technology instructional aides • Cost: $300,000 • Source: LCFF	Sustain funding for technology instructional aides • Cost: $300,000 • Source: LCFF

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
					Supplemental Funds	Supplemental Funds	Supplemental Funds
		For English learners: • Utilize instructional coaches to support teachers in implementing rigorous standards-aligned instruction that meets the unique instructional needs of unduplicated pupils. • Employ additional personnel to provide support for unduplicated pupils in staying on track academically and socially for college and careers. • Employ Targeted Case Managers (TCMs) to provide support for unduplicated students and their families, and to monitor student progress.	LEA-wide: All schools		Employ instructional coaches *(see costs listed above)* Employ elementary guidance counselor *(see costs listed above)* Employ TCMs *(see costs listed above)*	Employ instructional coaches *(see costs listed above)* Sustain funding for elementary guidance counselor *(see costs listed above)* Sustain funding for TCMs *(see costs listed above)*	Employ instructional coaches *(see costs listed above)* Sustain funding for elementary guidance counselor *(see costs listed above)* Sustain funding for TCMs *(see costs listed above)*

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		• Employ bilingual instructional aides (IAs)			Employ bilingual instructional aides *(see costs listed above)*	Sustain funding for bilingual instructional aides *(see costs listed above)*	Sustain funding for bilingual instructional aides *(see costs listed above)*
		• Employ technology Employ aides			Employ technology instructional aides *(see costs listed above)*	Sustain funding for technology instructional aides *(see costs listed above)*	Sustain funding for t technology instructional aides *(see costs listed above)*
		For foster youth: • Utilize instructional coaches to support teachers in implementing rigorous standards-aligned instruction that meets the unique instructional needs of unduplicated pupils.	LEA-wide: All schools		Employ instructional coaches *(see costs listed above)*	Employ instructional coaches *(see costs listed above)*	Employ instructional coaches *(see costs listed above)*
		• Employ additional personnel to provide support for unduplicated pupils in			Employ elementary guidance counselor	Sustain funding for elementary guidance counselor	Sustain funding for elementary guidance counselor

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		staying on track academically and socially for college and careers. • Employ Targeted Case Managers (TCMs) to provide support for unduplicated students and their families, and to monitor student progress. • Employ bilingual instructional aides (IAs) • Employ technology instructional aides			*(see costs listed above)* Employ TCMs *(see costs listed above)* Employ bilingual instructional aides *(see costs listed above)* Employ technology instructional aides *(see costs listed above)*	*(see costs listed above)* Sustain funding for TCMs *(see costs listed above)* Sustain funding for bilingual instructional aides *(see costs listed above)* Sustain funding for technology instructional aides *(see costs listed above)*	*(see costs listed above)* Sustain funding for TCMs *(see costs listed above)* Sustain funding for bilingual instructional aides *(see costs listed above)* Sustain funding for t technology instructional aides *(see costs listed above)*
		For Redesignated Fluent English proficient pupils:					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		• Utilize instructional coaches to support teachers in implementing rigorous standards-aligned instruction that meets the unique instructional needs of unduplicated pupils.	LEA-wide: All schools		Employ instructional coaches *(see costs listed above)*	Employ instructional coaches *(see costs listed above)*	Employ instructional coaches *(see costs listed above)*
		• Employ additional personnel to provide support for unduplicated pupils in staying on track academically and socially for college and careers.			Employ elementary guidance counselor *(see costs listed above)*	Sustain funding for elementary guidance counselor *(see costs listed above)*	Sustain funding for elementary guidance counselor *(see costs listed above)*
		• Employ Targeted Case Managers (TCMs) to provide support for unduplicated students and their families, and to monitor student progress.			Employ TCMs *(see costs listed above)*	Sustain funding for TCMs *(see costs listed above)*	Sustain funding for TCMs *(see costs listed above)*
		• Employ bilingual instructional aides (IAs)			Employ bilingual instructional aides	Sustain funding for bilingual instructional aides	Sustain funding for bilingual instructional aides

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		• Employ technology instructional aides			*(see costs listed above)* Employ technology instructional aides *(see costs listed above)*	*(see costs listed above)* Sustain funding for technology instructional aides *(see costs listed above)*	*(see costs listed above)* Sustain funding for t technology instructional aides *(see costs listed above)*

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

Chico Unified School District's (CUSD) unduplicated count percentage of students identified as low income, foster youth, and English learner is estimated to be 51%. CUSD will receive approximately $1,635,000 in supplemental funding in 2014-15 to provide improved or increased services for identified students. The district will be spending the increased supplemental funding on Instructional Coaches ($700,000), Targeted Case Managers ($200,000), Technology Instructional Aides ($300,000), Bi-lingual Instructional Aides ($100,000), Guidance Technicians ($100,000) and Site Designated Services ($250,000). Instructional Coaches, Targeted Case Managers, Technology instructional aides and Guidance Technicians will serve students and educators district-wide in an effort to provide a more equal and consistent support system across all school sites, to focus efforts on district-wide goals, and to provide a district-wide team approach to student and teacher support programs. Providing these services in a district wide manner is the most effective use of these funds because it focuses efforts towards reaching district-wide goals, provides consistency in support services to all students and educators, increases opportunities for district level collaboration regarding supplemental services, and creates district-wide accountability regarding student support and performance.

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

See Table #1 attached for the Minimum Proportionality Percentage (MPP) calculation. CUSD's MPP is calculated to be 6.97%. The district estimates $3,225,033 in expenditures for programs currently serving students identified as English learners, foster youth, or low income in 2013-14. These programs including English learner intervention support, Early Mental Health Initiative (EMHI), teen parenting support, English learner development class sections, Response To Intervention (RTI) services, and a full day alternative education program will continue in 2014-15. CUSD will increase or improve services to English learners, low-income pupils, and foster youth in the amount of $1,635,000 by increasing:

- Instructional Coaches for teachers to improve educational practices collaboratively
- Targeted Case Managers (TCMs) to provide additional support staff to meet the social-emotional needs of students in order that they may be more focused and engaged in their learning
- Bi-lingual Instructional aides to directly support intervention programs
- Technology instructional aides to support teachers and students to assure access and to educational technology tools
- Guidance technicians to provide assistance to students to improve student engagement

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