Introduction:

LEA: Chico Unified School District **Contact (Name, Title, Email, Phone Number):** Kelly Staley, Superintendent, kstaley@chicousd.org, 530-891-3000 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	**Impact on LCAP**
CUSD involved many stakeholders in the refinement and development of the 2016-17 LCAP. These stakeholders were a part of one or more of the following groups: • Parent Advisory Committee (PAC) • School Site Councils • Parent Teacher Organizations • Site Instructional Leadership Teams • CUTA members	The LCAP PAC ensured that the final plan represented a cross-section of needs and backgrounds. Over the span of the 2015-16 meetings, on average the following stakeholders were represented: • 74 parents/community members: 14 of these parents spoke Spanish or Hmong; translators were provided to ensure full participation. • 10 students • 10 teachers • 16 classified staff • 36 administrators

• CSEA members • CUSD Leadership Team • Community members In addition to first-time parent participants, parents from 2015-16 were invited to participate on the LCAP Parent Advisory Committee for 2016-17. The committee included individuals familiar with the needs of English learners, foster youth, and low-income students. • Chico Unified Teachers Association (CUTA) members and Bargaining Team • Chico Chapter 110 of the California School Employee Association (CSEA) • CUSD Leadership: CUSD Leadership consists of all elementary, junior high, high school and district office administrators. • CUSD Board of Trustees: CUSD presented LCAP updates at the November and May Board meetings. The April 1, 2015 meeting was also designated as an LCAP Board Workshop with 4 of the 5 board members present. • Superintendent Student Input Meetings: Superintendent Kelly Staley met with student groups at ten different sites from October through February. Over 150 students were represented from four elementary, three junior high schools, two comprehensive high schools, and one alternative high school. • Core LCAP Team: The core LCAP team met several times over the course of the 2015-16 school year to plan LCAP Advisory meetings, analyze data and progress towards LCAP goals, and to use feedback from meetings to write the new 3- year LCAP plan. LCAP Timeline 2015-16: • September - SSC LCAP Workshop, Redding; ACSA LCAP Workshop, Sacramento • October 12 - SAC, 9:30 am, McManus Rm 27; Site LCAP Goals / Template • October 14 - EAC, 9:00 am, LCR; Site LCAP Goals/Template • Elementary LCAP Input Meetings: • October 14 - Hooker Oak PTO, 6:30 pm, Library • October 23 - Chapman ELAC, 8:30 am, Room 3 • November 4 - McManus ELAC, 8:30 am • November 9 - Sierra view PAC, 3:00 pm • November 10 - Marigold PTA, 6:00 pm • November 17 - Parkview PTO, 6:30 pm • November 18 - Neal Dow SSC, 3:00 pm • November 19 - Little Chico Creek PTA, 3:00 pm • December 15 - Emma Wilson PTSA, 6:30 pm • December 17 - Rosedale PTA, 6:00 pm • February 9 - Shasta PTA, 6:30 pm • March 8 - Citrus PTA, 6:00 pm	• All of the district's 21 schools were represented. • Communication with all stakeholder groups (CUTA, CSEA, District Leadership, the Board of Education, and students) was essential in providing a wide spectrum of viewpoints from the CUSD community. As evident below, feedback from each stakeholder group was taken into consideration in the development of the 2016-17 LCAP.

• Secondary LCAP Input Meetings: • February 3 - Chico Junior High, 5:30 pm • February 3 - Chico High School, 6:00 pm • February 16 - Fair View High School • February 17 - Pleasant Valley High School • February 22 - Marsh SSC, 3:00 pm • February 29 - Bidwell SSC, 3:00 pm • District-wide Meetings: • February 24 - LCAP District-Wide Committee Meeting, CHS, Lincoln Hall - overview of Goals; Data - discuss needs • March 24 - CUTA and CSEA Bargaining Groups • March 30 - LCAP District-Wide Committee Meeting, CHS, Lincoln Hall - Based on the needs identified in February; the group identified both on-going and new services and programs for 2016-17 school year. • After May 19 - Adjust LCAP based on May revision. Post LCAP to District website • June 15 - Board Meeting - LCAP Public Hearing • June 22 - Board Meeting - LCAP adoption - Forward LCAP to BCOE	

Annual Update:
• During 2015-16 actions, services, and progress towards 2015-16 goals were constantly monitored and reviewed by the LCAP team.
• As a result of input from the LCAP Advisory Committee, bargaining groups, Leadership team, and Board members in 2014-15, all site administrators created site-specific LCAP goals for implementation at their respective schools.
• As evidenced by the meeting dates above, stakeholders had multiple opportunities to:
  • review 2015-16 site and district LCAP goals, actions and services
  • be made aware of progress towards 2015-16 goals
  • be involved in deep discussions about data from district-wide level metrics, secondary metrics for college and career-ready pathways, and elementary literacy metrics.
  • evaluate and analyze 2015-16 actions and services and give feedback and input for 2016-17 actions and services.
	Annual Update:
	• Based on feedback from all stakeholders, the following changes are proposed for the 2015-16 LCAP:
	  • **Goal 1:** Actions and services were evaluated and approved by stakeholders to continue plan in 2016-17.
	  • **Goal 2:** Actions and services were evaluated and approved by stakeholders to continue plan in 2016-17.
	  • **Goal 3:** Actions and services were evaluated and approved by stakeholders to continue plan in 2016-17.
	  • **Goal 4:** Actions and services were evaluated and approved by stakeholders to continue plan in 2016-17.
	  • **Goal 5:** Actions and services were evaluated and approved by stakeholders to continue plan in 2016-17.
	The goals were vetted at the March 30 district-wide committee meeting using "Plickers". The results showed a majority of the members present wanted to keep the 2015-16 goals for 2016-17. Members voted for goals using the following descriptors:
	• A. I support the goal as written.
	• B. I can live with the goal as written.
	• C. I cannot support the goal as written; it needs revision.

	See attachment "Plicker Results"

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Goal 1: Quality Teachers, Materials, and Facilities 1.1: All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair. 1.2: By 2019, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Data used to assess compliance with the Williams Act requirements indicates that CUSD students have access to highly qualified teachers, standards-aligned instructional materials and facilities in good repair. Based on the current student to device ratio (approximately 1.4 students to 1 device District average), student access to technology resources is continually improving. In addition, we need to establish a plan to update devices.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• Maintain compliance with Williams Act requirements:
	  • 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher report and Williams Report)
	  • 100% of CUSD classrooms will have sufficient instructional materials as verified by a CUSD Board of Education resolution and the Williams Report.
	  • CUSD will continue to have 100% of its schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT) Williams report.
	• At least 80% of CUSD students will have access to computer technology at any given time.
	• Provide instructional aides-technology and teacher professional development in technology.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review credentials and assignments.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs incurred.

Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: • Textbooks and supplemental materials • Educational software: Illuminate, Follett, Renaissance, i Ready, DNA, Mitinet Library Solutions, Aeries,Edmentum	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Textbooks and Supplemental Materials 4000-4999: Books And Supplies Lottery $350,000 Textbooks and Supplemental Materials - 4000-4999: Books And Supplies Base $350,000 Educational Software 4000-4999: Books And Supplies Base $194,101 Educational Software 4000-4999: Books And Supplies Supplemental $70,288 Educational Software 4000-4999: Books And Supplies Title I $90,000
Regularly inspect and maintain facilities.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Facilities Maintenance 5000-5999: Services And Other Operating Expenditures Base $3,825,000
Purchase devices for students and teachers per district technology needs (e.g. Chromebooks).	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology 4000-4999: Books And Supplies Supplemental $100,000 Technology 4000-4999: Books And Supplies Other $60,000
To ensure access to online resources, employ: • Librarians, and Library Media assistants • Instructional Technology Aides.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Librarians and Library Media Assistants 2000-2999: Classified Personnel Salaries Supplemental $888,571 Instructional Technology Aides 2000-2999: Classified Personnel Salaries Supplemental $184,764

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	• Maintain compliance with Williams Act requirements:
	  • 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher report and Williams Report)
	  • 100% of CUSD classrooms will have sufficient instructional materials as verified by a CUSD Board of Education resolution and the Williams Report.
	  • CUSD will continue to have 100% of its schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT) Williams report.
	• At least 90% of CUSD students will have access to computer technology at any given time.
	• Provide instructional aides-technology and teacher professional development in technology.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review credentials and assignments.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs incurred.
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: • Textbooks and supplemental materials • Educational software: Illuminate and Renaissance	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Textbooks and Supplemental Materials 4000-4999: Books And Supplies Lottery $350,000 Textbooks and Supplemental Materials 4000-4999: Books And Supplies Base $350,000 Educational Software 4000-4999: Books And Supplies Base $194,101 Educational Software 4000-4999: Books And Supplies Supplemental $70,288 Educational Software 4000-4999: Books And Supplies Title I $90,000
Regularly inspect and maintain facilities.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Facilities Maintenance 5000-5999: Services And Other Operating Expenditures Base $3,825,000

		_ Other Subgroups: (Specify)	
Purchase devices for students and teachers per district technology needs (e.g. Chromebooks).	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology 4000-4999: Books And Supplies Supplemental $100,000 Technology 4000-4999: Books And Supplies Other $60,000
To ensure access to on-line resources, employ: • Librarians, and Library Media assistants • Instructional Technology Aides.	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Librarians and Library Media Assistants: 2000-2999: Classified Personnel Salaries Supplemental $888,571 Instructional Technology Aides: 2000-2999: Classified Personnel Salaries Supplemental $184,764

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

- Maintain compliance with Williams Act requirements:
  - 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher report and Williams Report)
  - 100% of CUSD classrooms will have sufficient instructional materials as verified by a CUSD Board of Education resolution and the Williams Report.
  - CUSD will continue to have 100% of its schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT) Williams report.
- 100% of CUSD students will have access to computer technology at any given time.
- Provide instructional aides-technology and teacher professional development in technology.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review credentials and assignments.	District-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	No additional cost incurred

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: • Textbooks and supplemental materials • Educational software: Illuminate and Renaissance	District-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Textbooks and Supplemental Materials: 4000-4999: Books And Supplies Lottery $350,000 Textbooks and Supplemental Materials 4000-4999: Books And Supplies Base $350,000 Educational Software 4000-4999: Books And Supplies Base $194,101 Educational Software 4000-4999: Books And Supplies Supplemental $70,288 Educational Software 4000-4999: Books And Supplies Title I $90,000
Regularly inspect and maintain facilities.	District-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Facilities Maintenance 5000-5999: Services And Other Operating Expenditures Base $3,825,000
Purchase devices for students and teachers per district technology needs (e.g. Chromebooks).	District-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology 4000-4999: Books And Supplies Supplemental $100,000 Technology 4000-4999: Books And Supplies Other $60,000
To ensure access to online resources, employ: Librarians and Library Media Assistants Instructional Technology Aides	District-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Librarians and Library Media Assistants 2000-2999: Classified Personnel Salaries Supplemental $888,571 Instructional Technology Aides 2000-2999: Classified Personnel Salaries Supplemental $184,764

		English proficient _ Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Goal 2: Fully Align Curriculum and Assessments with California State Content Standards 2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan. 2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Based on results received from the CCSS Stages of Implementation, CUSD staff needs to continue to work on ensuring that all CUSD students receive instruction in all subject areas fully aligned to the California State Content Standards and Next Generation Science Standards (NGSS), and administer assessments that align with new state standardized assessments (SBAC).	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- K-5 will continue to refine the assessment plan in place.
- 6-8 will refine assessments that are in place, implement additional assessments and and fully develop an assessment plan.
- 9-12 will refine and fully implement assessments that were piloted in 2015-16, pilot additional assessments and work to develop an assessment plan.
- CUSD teachers and schools will move from stage 2 to stage 3 of CCSS implementation: implement CCSS in classrooms.
- 80% of CUSD teachers will attend one or more CSCS trainings in Math, English Language Arts, English Language Development and/or the Next Generation Science Standards.
- CUSD will increase the number of students receiving Foundational EL instruction into Academic EL instruction from 66% to 71%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers evaluate their current status and plan next steps in California State Content Standards (CSCS) implementation.	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	CSCS Implementation Survey- no cost incurred

		(Specify)	
District Summer Offerings District Wide PD in August District Wide Staff Development 4 xs per year Provide professional development before and after school in: • California State Content Standards • English Language Development • Instructional Technology • Co-teaching models • Best Instructional Practices	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CSCS and Technology Professional Development 1000-1999: Certificated Personnel Salaries Title II $5,500 ELD Professional Development 1000-1999: Certificated Personnel Salaries Title III $76,000 Math Grant 1000-1999: Certificated Personnel Salaries Other $324,666 NGSS Triad Grant 1000-1999: Certificated Personnel Salaries Other $120,000 Teacher Professional Development- Educator Effectiveness Funds 1000-1999: Certificated Personnel Salaries Other $400,000 Professional Development 1000-1999: Certificated Personnel Salaries Title I $259,000
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time). • Continue to refine TK-5 assessments • Continue to refine and fully develop 6-8 assessments	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	LCFF - included in certificated contract days
Provide K-12 TOSAs to support instruction, assessment development, and instructional feedback: • Secondary Instructional Specialists TOSAs (2.6 FTE) • Elementary Instructional Specialists TOSAs (2.4 FTE) • SPED TOSA (.4 FTE) • CTE/IG TOSA (.2 FTE) • Illuminate/Data TOSA (1.0 FTE) • Tech PD (CSEA) (1.0FTE) • ELD TOSA (2.0FTE) • CSUC Triad, PD, LCAP TOSA (1.0FTE)	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	TOSAs 1000-1999: Certificated Personnel Salaries Supplemental $303,059 TOSAs 1000-1999: Certificated Personnel Salaries Title II $148,000 TOSAs 1000-1999: Certificated Personnel Salaries California Career Pathways Trust $40,000 TOSAs 1000-1999: Certificated Personnel Salaries Title I $188,284 TOSAs 1000-1999: Certificated Personnel Salaries Other $45,357 TOSAs 1000-1999: Certificated Personnel Salaries Title III $37,698 TOSA - Secondary Literacy

			1000-1999: Certificated Personnel Salaries Title II $20,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	• 6-8 will continue and refine the assessment plan. • 9-12 will refine assessments that are in place and and fully develop an assessment plan. • CUSD teachers and schools will move from stage 3 to stage 4 of CCSS implementation: align assessments and progress monitoring tools. • 85% of CUSD teachers will attend one or more CSCS trainings in Math, English Language Arts, English Language Development and/or the Next Generation Science Standards. • CUSD will increase the number of students receiving Foundational EL instruction to receiving Academic EL instruction from 71% to 75%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CSCS Implementation Survey- no cost incurred 1000-1999: Certificated Personnel Salaries Title II $200,000
District Summer Offerings District Wide PD in August District Wide Staff Development 4 xs per year Provide professional development before and after school in: • California State Content Standards • English Language Development • Instructional Technology • Co-teaching models • Best Instructional Practices	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Professional Development 1000-1999: Certificated Personnel Salaries Title III $85,000 Math Grant 1000-1999: Certificated Personnel Salaries Other $324,666 NGSS Triad Grant 1000-1999: Certificated Personnel Salaries Other $120,000 Teacher Professional Development- Educator Effectiveness Funds 1000-1999: Certificated Personnel Salaries Other $400,000

Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time). • Refine TK-5 assessments • Refine 6-8 assessments • Continue to refine and fully develop high school assessments	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	LCFF-included in certificated contract days
Provide K-12 TOSAs to support instruction, assessment development, and instructional feedback: • Secondary Instructional Specialists TOSAs (2.4 FTE) • Elementary Instructional Specialists TOSAs (2.4 FTE) • SPED TOSA (.4 FTE) • CTE/IG TOSA (.2 FTE) • Illuminate/Data TOSA (1.0 FTE) • Tech PD (CSEA) (1.0FTE) • ELD TOSA (2.0FTE) • CSUC Triad, PD, LCAP TOSA (1.0FTE)	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	TOSAs 1000-1999: Certificated Personnel Salaries Supplemental $303,059 TOSAs 1000-1999: Certificated Personnel Salaries Title II $148,000 TOSA 1000-1999: Certificated Personnel Salaries California Career Pathways Trust $40,000 TOSAs 1000-1999: Certificated Personnel Salaries Title I $199,284 TOSA 1000-1999: Certificated Personnel Salaries Other $45,357 TOSAs 1000-1999: Certificated Personnel Salaries Title III $37,698

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	• TK-12 will continue and refine assessment plan. • CUSD teachers and schools will use assessments and progress monitoring tools as represented in stage 4 of CCSS implementation: align assessments and progress monitoring tools. • 87% of CUSD teachers will attend one or more CSCS trainings in Math, English Language Arts, English Language Development and/or the Next Generation Science Standards. • CUSD will increase the number of students receiving Foundational EL instruction to receiving Academic EL instruction from 75% to 78%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	District Wide	X All OR: _ Low Income pupils	CSCS Implementation Survey- no cost incurred

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
District Summer Offerings District Wide PD in August District Wide Staff Development 4 xs per year Provide professional development before and after school in: • California State Content Standards • English Language Development • Instructional Technology • Co-teaching models • Best Instructional Practices	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CSCS and Technology Professional Development 1000-1999: Certificated Personnel Salaries Title II $200,000 ELD Professional Development 1000-1999: Certificated Personnel Salaries Title III $85,000 Math Grant 1000-1999: Certificated Personnel Salaries Other $324,666 NGSS Triad Grant 1000-1999: Certificated Personnel Salaries Other $120,000 Teacher Professional Development- Educator Effectiveness Funds 1000-1999: Certificated Personnel Salaries Other $400,000
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time). • Refine TK-12 assessments	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	LCFF included in certificated contract days
Provide K-12 TOSAs to support instruction, assessment development, and instructional feedback: • Secondary Instructional Specialists TOSAs (2.4 FTE) • Elementary Instructional Specialists TOSAs (2.4 FTE) • SPED TOSA (.4 FTE) • CTE/IG TOSA (.2 FTE) • Illuminate/Data TOSA (1.0 FTE) • Tech PD (CSEA) (1.0FTE)	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	TOSAs 1000-1999: Certificated Personnel Salaries Supplemental $303,059 TOSAs 1000-1999: Certificated Personnel Salaries Title II $148,000 TOSA 1000-1999: Certificated Personnel Salaries California Career Pathways Trust $40,000 TOSAs 1000-1999: Certificated Personnel Salaries Title I $188,284 TOSAs 1000-1999: Certificated Personnel Salaries Other $45,357 TOSAs 1000-1999: Certificated Personnel Salaries Title III $37,698

• ELD TOSA (2.0FTE) • CSUC Triad, PD, LCAP TOSA (1.0FTE)			

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses • 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. • 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments. • 3.3: Increase the number of students entering high school at grade level in ELA and mathematics. • 3.4: Increase student achievement for English learners. • 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Several indices of student performance indicate that CUSD students require support and guidance to succeed in a broad range of challenging courses preparing them to successfully enter higher education and a viable career.	
Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- Provide academic interventions and supports to increase percentage of students entering 3rd, 6th, and 9th grade at grade level in Reading, Writing and Math (as measured by end of year 2nd,5th and 8th grade CUSD assessments).
- The percent of students meeting or exceeding standards in ELA and math on SBAC will increase; from 49% to 52% in ELA and 40% to 43% in math.
- 62% of English learners will increase one level of English proficiency as measured by the CELDT.
- The reclassification rate of English Learner students will increase by 1% compared to the rate of 23% for the 2015-16 school year.
- The number of students graduating with a-g requirements will increase by 3% over the 2015-16 rate of 41.8% with the support of academic interventions.
- The percentage of students who complete a CTE pathways sequence will increase by 2% as compared to 2014-15 rate of 22.2%
- The percentage of Advanced Placement exams passed with a score of 3 or higher will increase by at least 1% from 68% (2014-15), and the percentage of IB exams passed with a score of 4 or higher will increase by at least 1% from 71.8% (2014-15).
- The percentage of students determined to be "college ready" as measured by SBAC will increase by at least 2% over the 2014-15 EAP rates of 29% in ELA and 12% in Math.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Secondary counselors will implement and monitor college/career plans for all students, especially those in the	District Wide	X All OR:	Secondary Counselors 1000-1999: Certificated Personnel

identified subgroups.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries Supplemental $1,520,052
Implement RTI academic interventions in TK-12 (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) and designate certificated RTI support staff at TK-5 sites.	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Reading Pals LCAP 1000-1999: Certificated Personnel Salaries Supplemental $109,039 Elementary Rtl 1000-1999: Certificated Personnel Salaries Supplemental $580,345 Site allocated funds used intervention and instruction 1000-1999: Certificated Personnel Salaries Supplemental $1,325,000 Psychologists 1000-1999: Certificated Personnel Salaries Supplemental $40,000 Psychologists 1000-1999: Certificated Personnel Salaries Other $20,000
Provide the following services to support and improve instruction: • Bilingual Aides • Transitional Kg. Instructional Aides • All Day K Aides	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Bilingual Aides 2000-2999: Classified Personnel Salaries Supplemental $313,695 TK Aides 2000-2999: Classified Personnel Salaries Supplemental $84,766 All Day K Aides 2000-2999: Classified Personnel Salaries Title I $110,000
Provide after school homework support at Elementary and Secondary as per site's needs.	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ASES 1000-1999: Certificated Personnel Salaries Other $1,084,209 21st Century 1000-1999: Certificated Personnel Salaries Other $810,970
Provide Medically Necessary/Off Campus Instruction as needed.	District Wide	X All OR:	MNI Off-Campus Instruction teachers and mileage 1000-1999: Certificated Personnel Salaries Supplemental $322,279

Provide online options at the secondary level.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	On-line Teachers 1000-1999: Certificated Personnel Salaries Supplemental $100,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	• Provide academic interventions and supports to increase percentage of students entering 3rd, 6th, and 9th grade level in Reading and Writing (as measured by end of year CUSD assessments). • The percent of students meeting or exceeding standards in ELA and math on SBAC will increase by 3% over the previous year. • 65% of English learners will increase one level of English proficiency as measured by the CELDT. • The reclassification rate of English Learner students will increase by 1% compared to the previous year's rate. • Provide academic interventions and supports for students graduating with a-g requirements met by 3% over the previous year's rate. • Increase by 2% students who complete a CTE pathways sequence over the previous year's rate. • The percentage of Advanced Placement exams passed with a score of 3 or higher will increase by at least 1% over the previous year's rate , and the percentage of IB exams passed with a score of 4 or higher will increase by at least 1% over the previous year's rate. • The percentage of students determined to be "college ready" as measured by the Early Assessment Program (EAP) will increase by at least 1% over the over the previous year's rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Secondary counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Secondary Counselors 1000-1999: Certificated Personnel Salaries Supplemental $1,520,052
Implement RTI academic interventions in TK-12 (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) and designate certificated RTI support staff at TK-5 sites.	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Reading Pals 1000-1999: Certificated Personnel Salaries Supplemental $109,039 Elementary RtI 1000-1999: Certificated Personnel Salaries Supplemental $580,345 Site allocated funds used for intervention and instruction 1000-1999: Certificated Personnel Salaries Supplemental $1,325,000

		(Specify)	Psychologists 1000-1999: Certificated Personnel Salaries Supplemental $40,000 Psychologists 1000-1999: Certificated Personnel Salaries Other $20,000
Provide the following services to support and improve instruction: • Bilingual Aides • Transitional Kg. Instructional Aides	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Bilingual Aides 2000-2999: Classified Personnel Salaries Supplemental $313,695 TK Aides 2000-2999: Classified Personnel Salaries Supplemental $110,000 All Day K Aides 2000-2999: Classified Personnel Salaries Title I $110,000
Provide after school homework support at Elementary and Secondary as per site's needs.	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ASES 1000-1999: Certificated Personnel Salaries Other $1,084,209 21st Century Grant 1000-1999: Certificated Personnel Salaries Other $810,970
Provide Medically Necessary/Off Campus Instruction as needed. Provide online options at the secondary level.	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	MNI Off-Campus Instruction teachers and mileage 1000-1999: Certificated Personnel Salaries Supplemental $322,279 On-line Teachers 1000-1999: Certificated Personnel Salaries Supplemental $100,000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	• Provide academic interventions and supports to increase percentage of students entering 3rd, 6th, and 9th grade level in Reading and Writing (as measured by end of year CUSD assessments). • The percent of students meeting or exceeding standards in ELA and math on SBAC will increase by 3% over the previous year. • 67% of English learners will increase one level of English proficiency as measured by the CELDT. • The reclassification rate of English Learner students will increase by 1% compared to the previous year's rate. • Provide academic interventions and supports for students graduating with a-g requirements met by 3% over the previous year's rate. • Increase by 2% students who complete a CTE pathways sequence over the previous year's rate. • The percentage of Advanced Placement exams passed with a score of 3 or higher will increase by at least 1% over the previous year's rate , and the percentage of IB exams passed with a score of 4 or higher will increase by at least 1% over the previous year's rate. • The percentage of students determined to be "college ready" as measured by the Early Assessment Program (EAP) will increase by at least 1% over the over the previous year's rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Secondary counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Secondary Counselors 1000-1999: Certificated Personnel Salaries Supplemental $1,520,052
Implement RTI academic interventions in TK-12 (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) and designate certificated RTI support staff at TK-5 sites.	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Reading Pals 1000-1999: Certificated Personnel Salaries Supplemental $109,039 Elementary RtI 1000-1999: Certificated Personnel Salaries Supplemental $580,345 Site allocated funds used for intervention and instruction 1000-1999: Certificated Personnel Salaries Supplemental $1,325,000 Psychologists 1000-1999: Certificated Personnel Salaries Supplemental $40,000 Psychologists 1000-1999: Certificated Personnel Salaries Other $20,000
Provide the following services to support and improve instruction: • Bilingual Aides	District Wide	X All OR: _ Low Income pupils	Bilingual Aides 2000-2999: Classified Personnel Salaries Supplemental $313,695 TK Aides 2000-2999: Classified Personnel Salaries

• Transitional Kg. Instructional Aides		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental $84,766 All Day K Aides 2000-2999: Classified Personnel Salaries Title I $110,000
Provide after school homework support at Elementary and Secondary as per site's needs.	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ASES 0001-0999: Unrestricted: Locally Defined Other $1,084,209 21st Century 1000-1999: Certificated Personnel Salaries Other $810,970
Provide Medically Necessary/Off Campus Instruction as needed. Provide online options at the secondary level.	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	MNI Off-campus instruction teachers and mileage 1000-1999: Certificated Personnel Salaries Supplemental $322,279 On-line Teachers 1000-1999: Certificated Personnel Salaries Supplemental $100,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Goal 4: Provide opportunities for meaningful parent involvement and input • 4.1: For all 6-12 students at all schools, provide training and support to increase the percentage of parents using district electronic student information system to monitor student performance information. • 4.2: At all levels, increase parent input and involvement in school activities. • 4.3 Increase consistency of timely response from school staff to parent inquiries regarding their student	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Teachers will input routinely update Aeries academic information so that when students and parents access Parent Portal,updated and timely information will be available. On the basis of the 2015-16 baseline %, the number of parents participating in school and district activities will increase so that parents and teachers are partners in supporting students as they develop successful academic, social, and emotional skills.
Goal Applies to:	Schools: LEA-wide
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• The number of parents of students, in grades TK-12, who access student performance information will increase from 85% to 90%. • All sites will have Targeted Case Managers to support families to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs to ensure student academic, social, and emotional success.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teacher and staff training/information in: • Using Parent Portal in Aeries for secondary teachers • Timely updates to Aeries parent portal as per contract	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost incurred
Provide TCMs to: • Increase parent participation • Support parents during parent teacher	District Wide	X All OR: _ Low Income pupils	Targeted Case Managers 2000-2999: Classified Personnel Salaries Supplemental $451,721

conferences/orientations • Conduct home visits as needed • Be a liaison to their site and the District English Learner Advisory Committees		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase parent involvement as measured by: • Parent Information/Back to School Nights in 6-12 • Attendance at Parent Teacher Conferences in TK-5	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost incurred

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	• The number of parents of students, in grades 6-12, who access student performance information will increase from 90% to 92%. • All sites will have Targeted Case Managers to support families to ensure student academic, social, and emotional success.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teacher and staff training/information in: • using Parent Portal in Aeries for secondary teachers • expectations for timely response (3 day maximum) to parent inquiries • Timely updates to Aeries parent portal as per contract	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost incurred
Provide TCMs to: • increase parent participation • support parents during Parent Teacher Conferences • conduct Home Visits as needed • be a liaison to their site and the District English Learner Advisory Committees	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Targeted Case Managers 2000-2999: Classified Personnel Salaries Supplemental $451,721

		(Specify)	
Increase parent involvement as measured by: • Attendance at Parent Teacher Conferences in TK-5 • Parent Information/Back to School Nights in 6-12	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost incurred

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	• The number of parents of students, in grades 6-12, who access student performance information will increase from 92% to 93%. • All sites will have Targeted Case Managers to support families to ensure student academic, social, and emotional success.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teacher and staff training/information in: • using Parent Portal in Aeries for secondary teachers • expectations for timely response (3 day maximum) to parent inquiries • Timely updates to Aeries parent portal as per contract	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost incurred
Provide TCMs to: • increase parent participation • support parents during Parent Teacher Conferences • conduct Home Visits as needed • be a liaison to their site and the District English Learner Advisory Committees	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Targeted Case Managers 2000-2999: Classified Personnel Salaries Supplemental $451,721
Increase parent involvement as measured by: • Attendance at Parent Teacher Conferences in TK-5	District Wide	X All OR:	No cost incurred

• Parent Information/Back to School Nights in 6-12		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Goal 5: Improve School Climate • 5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Based on student, teacher, parent and staff survey data, CUSD will implement strategies to improve school climate and provide alternative school settings so that all students, inclusive of all subgroups, will feel safe, supported, engaged and meaningfully challenged.
Goal Applies to:	Schools: LEA-wide
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- Maintain student attendance rate of 95.5% or better.
- Reduce chronic absenteeism from 7.3 % to 7% for all students, from 5.3% to 5% for Elementary students and from 9.4 to 9.1% for Secondary students.
- Reduce the 8th grade dropout rate by 0.1% from the current rate of 0.3%, and maintain the current 9th grade rate of .1% (2014-15).
- Decrease the number of high school students dropping out from 6.6%to6% .
- Increase high school graduation and/or program completion rate from 88.9% (2014-15) to 91%.
- CUSD will reduce the student referrals, suspension and expulsion rates by 1% from previous year.
- CUSD will reduce "Out of School Suspensions" annually by .1%.
- Increase the percentage of students responding "Agree" or "Strongly Agree" on items relating to safety and being treated fairly on TK-12 site surveys.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development opportunities for staff in: • becoming a trauma-informed district • behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development 1000-1999: Certificated Personnel Salaries Other $50,000 Professional Development 1000-1999: Certificated Personnel Salaries Title II $50,000
Continue support for Alternative Education Programs: • Opportunity Programs (CAL and 2 Elementary)	District Wide	X All OR:	Opportunity Classes (3) 1000-1999: Certificated Personnel Salaries Supplemental $349,000

• Psychology services for Opportunity Class • Out of School suspension alternatives (e.g. Reset and ISS) • Alternative Ed. Supplemental staffing • Community Day		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Opportunity Classes (3) 1000-1999: Certificated Personnel Salaries Base $75,000 Elementary Opportunity Counselor 1000-1999: Certificated Personnel Salaries Supplemental $28,000 Reset, ISS 1000-1999: Certificated Personnel Salaries Supplemental $111,342 Alt Ed (AFC) Staffing 1000-1999: Certificated Personnel Salaries Supplemental $373,932 Alt Ed Community Day Staffing 1000-1999: Certificated Personnel Salaries Supplemental $108,483 Alt Ed Continuation (AFC) Counselors 1000-1999: Certificated Personnel Salaries Supplemental $100,000 Community Day Counselors 1000-1999: Certificated Personnel Salaries Supplemental $103,385 Title 1 Counselors (including Chapman and Citrus) 1000-1999: Certificated Personnel Salaries Title I $188,385 Junior High Counselors Supplemental $167,448
Provide health, social-emotional counseling support services: • EMHI/PIP/Guidance Aides • Nurses • Health Aides • Cal Safe Teen Parenting Program • Psychologists	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Guidance Aides 2000-2999: Classified Personnel Salaries Other $392,824 Nurses, Health Aides, LVNs 1000-1999: Certificated Personnel Salaries Supplemental $650,546 Health Aide Time 2000-2999: Classified Personnel Salaries Supplemental $3,500 Cal Safe Program 1000-1999: Certificated Personnel Salaries Supplemental $69,375
• Support campus supervision as per site needs. • Administer annual student site surveys regarding feeling safe and treated fairly at school	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Campus Supervision 2000-2999: Classified Personnel Salaries Supplemental $696,032 Increase supervision with site funds 2000-2999: Classified Personnel Salaries Supplemental School Climate Survey 5800: Professional/Consulting Services And Operating Expenditures Base $10,000
Support student engagement at the high schools by encouraging participation in sports teams.	High Schools	X All OR: _ Low Income pupils	Coaching Stipends 1000-1999: Certificated Personnel Salaries Supplemental $555,059 Athlete Committed 1000-1999: Certificated Personnel Salaries

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental $10,000
Support student engagement in Art, Music, and PE activities at the elementary schools.	Elementary	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Elementary Art, Music and PE 1000-1999: Certificated Personnel Salaries Supplemental $1,297,154

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

- Maintain student attendance rate of 95.5% or better.
- Reduce chronic absenteeism by 1% from previous year.
- Reduce the 8th grade dropout rate by 0.1% from the previous rate and maintain the current 9th grade rate.
- Decrease the number of high school students dropping out by .5% over previous year.
- Increase high school graduation and/or program completion rate by 2% over previous year.
- CUSD will reduce the student referrals, suspension and expulsion rates by 1% from previous year.
- CUSD will reduce "Out of School Suspensions" annually by .1%.
- Increase the percentage of students responding "Agree" or "Strongly Agree" on items relating to safety and being treated fairly on TK-12 site surveys.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development opportunities for staff in: • becoming a trauma-informed district • behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development 1000-1999: Certificated Personnel Salaries Other $50,000 Professional Development 1000-1999: Certificated Personnel Salaries Title II $50,000
Continue support for Alternative Education Programs:	District	X All	Opportunity Classes (3)

• Opportunity Programs (CAL and Chapman) • Psychology services for Opportunity Class • Out of School suspension alternatives (e.g. Reset and ISS) • Alternative Ed. Supplemental staffing	Wide	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental $349,000 Opportunity Classes (3) 1000-1999: Certificated Personnel Salaries Base $75,000 Elementary Opportunity Counselor 1000-1999: Certificated Personnel Salaries Supplemental $28,000 Reset, ISS 1000-1999: Certificated Personnel Salaries Supplemental $111,342 Alt Ed (AFC) Staffing 1000-1999: Certificated Personnel Salaries Supplemental $373,932 Alt Ed Community Day Staffing 1000-1999: Certificated Personnel Salaries Supplemental $108,483 Alt Ed Continuation (AFC) Counselors 1000-1999: Certificated Personnel Salaries Supplemental $100,000 Community Day Counselors 1000-1999: Certificated Personnel Salaries Supplemental $103,385 Title 1 Counselors (Including Chapman and Citrus) 1000-1999: Certificated Personnel Salaries Title I $188,385 Junior High Counselors 1000-1999: Certificated Personnel Salaries Supplemental $167,448
Provide health, social-emotional counseling support services: • EMHI/PIP/Guidance Aides • Nurses • Health Aides • Cal Safe Teen Parenting Program • Psychologists	District wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Guidance Aides 2000-2999: Classified Personnel Salaries Other $392,824 Nurses, Health Aides, LVNs 1000-1999: Certificated Personnel Salaries Supplemental $650,546 Health Aide Time 2000-2999: Classified Personnel Salaries Supplemental $3,500 Cal Safe Program 1000-1999: Certificated Personnel Salaries Supplemental $69,375
Support campus supervision as per site needs.	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Campus Supervision 2000-2999: Classified Personnel Salaries Supplemental $696,032 Increase Site Supervision with site funds 2000-2999: Classified Personnel Salaries Supplemental School Climate Survey 5800: Professional/Consulting Services And Operating Expenditures Base $10,000

Support student engagement at the high schools by encouraging participation in sports teams.	High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Coaching Stipends 1000-1999: Certificated Personnel Salaries Supplemental $555,059 Athlete Committed 1000-1999: Certificated Personnel Salaries Supplemental $10,000
Support student engagement in Art, Music, and PE activities at the elementary schools.	Elementary	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Elementary Art, Music and PE 1000-1999: Certificated Personnel Salaries Supplemental $1,297,154

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

- Maintain student attendance rate of 95.5% or better.
- Reduce chronic absenteeism by 1% from previous year.
- Reduce the 8th grade dropout rate by 0.1% from the previous rate and maintain the current 9th grade rate.
- Decrease the number of high school students dropping out by .5% over previous year.
- Increase high school graduation and/or program completion rate by 2% over previous year.
- CUSD will reduce the student referrals, suspension and expulsion rates by 1% from previous year.
- CUSD will reduce "Out of School Suspensions" annually by .1%.
- Increase the percentage of students responding "Agree" or "Strongly Agree" on items relating to safety and being treated fairly on TK-12 site surveys.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development opportunities for staff in: • becoming a trauma-informed district • behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development 1000-1999: Certificated Personnel Salaries Other $50,000 Professional Development 1000-1999: Certificated Personnel Salaries Title II $50,000

Continue support for Alternative Education Programs: • Opportunity Programs (CAL and Chapman) • Psychology services for Opportunity Class • Out of School suspension alternatives (e.g. Reset and ISS) • Alternative Ed. Supplemental staffing	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Opportunity Classes (3) 1000-1999: Certificated Personnel Salaries Supplemental $349,000 Opportunity Classes (3) 1000-1999: Certificated Personnel Salaries Base $75,000 Reset, ISS 1000-1999: Certificated Personnel Salaries Supplemental $111,342 Alt Ed (AFC) Staffing 1000-1999: Certificated Personnel Salaries Supplemental $373,932 Alt Ed Community Day Staffing 1000-1999: Certificated Personnel Salaries Supplemental $108,483 Alt Ed Continuation (AFC) Counselors 1000-1999: Certificated Personnel Salaries Supplemental $100,000 Community Day Counselors 1000-1999: Certificated Personnel Salaries Supplemental $103,385 Title 1 Counselors (including Chapman and Citrus) 1000-1999: Certificated Personnel Salaries Title I $188,385 Elementary Opportunity Counselor 1000-1999: Certificated Personnel Salaries Supplemental $28,000 Junior High Counselors 1000-1999: Certificated Personnel Salaries Supplemental $167,448
Provide health, social-emotional counseling support services: • EMHI/PIP/Guidance Aides • Nurses • Health Aides • Cal Safe Teen Parenting Program • Psychologists	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Guidance Aides 2000-2999: Classified Personnel Salaries Other $392,824 Nurses, Health Aides, LVNs 1000-1999: Certificated Personnel Salaries Supplemental $650,546 Health Aide Time 2000-2999: Classified Personnel Salaries Supplemental $3,500 Cal Safe Program 1000-1999: Certificated Personnel Salaries Supplemental $69,375
Support campus supervision as per site needs.	District Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Campus Supervision 2000-2999: Classified Personnel Salaries Supplemental $696,032 Increase Site Supervision with site funds 2000-2999: Classified Personnel Salaries Supplemental School Climate Survey 5800: Professional/Consulting Services And Operating Expenditures Base $10,000

Support student engagement at the high schools by encouraging participation in sports teams.	High Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Coaching Stipends 1000-1999: Certificated Personnel Salaries Supplemental $555,059 Athlete Committed 1000-1999: Certificated Personnel Salaries Supplemental $10,000
Support student engagement in Art, Music, and PE activities at the elementary schools.	Elementary	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Elementary Art, Music and PE 1000-1999: Certificated Personnel Salaries Supplemental $1,297,154

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	**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, current technology, and facilities in good repair. 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: LEA-wide; All schools	
	Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Outcomes: 1. Maintain compliance with Williams Act requirements: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher report and Williams Report 100% of CUSD classrooms will have sufficient instructional materials as verified by a CUSD Board of Education resolution and the Williams Report CUSD will continue to have 100% of its schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT) Williams report. 2. At least 50% of CUSD students will have access to computer technology at any given time. 3. Provide instructional aides-technology and teacher professional development in technology (establish baseline).	Actual Annual Measurable Outcomes:	Actual Outcomes: 1. CUSD rates for compliance with Williams Act requirements: 99% of CUSD teachers are highly qualified. 100% of students have appropriate instructional materials. 21 out of 22 sites have a 'Good' rating according to the facility inspection tool. 2. The ratio of students to devices in CUSD is 1.4:1, allowing 70% of CUSD students to have access to a device at any given time. 3. 4.4 FTE Technology Aides were in place in 2015-16 and 40 technology-focused professional development sessions were offered.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Review credentials and assignments	No additional costs incurred.	District HR staff reviewed all credentials and teacher assignments for the 2015-16	No additional costs incurred.

		school year.	
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
• Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: 1. Textbooks and supplemental materials 2. Educational software: Illuminate and Renaissance	Textbooks and Supplemental Materials 4000-4999: Books And Supplies Lottery 350,000 Educational Software	The district purchased licesnses for Follet Library catalog, Illuminate Student Information System, Renaissance PLace, iReady, and Edmentum.	Textbooks and Supplemental Materials 700,000 Educational Software 4000-4999: Books And Supplies Base 194,100.00 Educational Software 4000-4999: Books And Supplies Supplemental 70,288.00 Educational Software 4000-4999: Books And Supplies Title I 90,000.00
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Regularly inspect and maintain facilities	Facilities Maintenance 3,490,000	District personnel inspected all District facilities as required by the Williams Act. Improvements and repairs were identified and, in some cases, completed.	Facilities and Maintenance 5000-5999: Services And Other Operating Expenditures Other 3,825,000.00

Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase devices for students and teachers per district technology needs (e.g. Chromebooks)	Technology 100,000	Approximately 3310 Chromebooks and 367 iPad Minis were purchased for students and teachers.	Technology 4000-4999: Books And Supplies Supplemental 100,000.00 Technology 4000-4999: Books And Supplies Other 60,000.00
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
To ensure access to on-line resources, employ: • Librarians and Library Media assistants • Instructional Technology Aides	Librarians and Library Media Assistants 794,091 Instructional Technology Aides 184,764	4 Librarians and 8.1 FTE Media assistants were employed 1.0 Lead Tech Trainer was employed to support all CUSD staff 4.4 Instructional Technology Aides were employed in 2015-16	Librarians and Library Media Assistants 1000-1999: Certificated Personnel Salaries Supplemental 841,071.00 Instructional Technology Aides 2000-2999: Classified Personnel Salaries Supplemental 184,764.00
Scope of Service: District-wide X All		Scope of Service: District-wide X All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue providing information to families on resources supporting technology: • Computers for Classrooms • Comcast Internet Access	No additional costs incurred.	Sites included information to families two times during the year, via school newsletters and website, on resources supporting technology.	No additional costs incurred.
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing past and current progress, the following changes will be made for the 16-17 plan: 1. Maintain compliance with Williams Act requirements. 2. At least 80% of CUSD students will have access to computer technology at any given time at school. 3. Continue to provide instructional aides-technology and teacher professional development in technology. 4. We will continue these actions, services, and expenditures in 2016-17 to continue progress towards our goals.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Goal 2: 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. • 2.2: Students will receive high-quality instruction increasingly aligned with the Common Core and SBAC.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	LEA-wide; All schools
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
Outcomes: 1. CUSD teachers and schools will move from stage 1 to stage 2 of CCSS implementation: align standards and instruction. 2. Students will continue to receive CSCS aligned instruction, and will show a 3% increase over baseline on CAASPP. 3. 75% of CUSD teachers will attend one or more CSCS trainings in Math, English Language Arts, English Language Development and/or the Next Generation Science Standards. 4. CUSD will increase the number of students moving from Foundational EL instruction to Academic EL instruction from 60.7% to 65%.	Actual Outcomes: 1. 48% of CUSD teachers who responded stated that Stage 1: Awareness of Standards was Somewhat In Place and 45% stated it was Completely in Place. 46% of CUSD teachers who responded stated that Stage 2: align curriculum and instruction was Somewhat In Place in 2015-16 and 38% said it was Completely in Place. 49% of CUSD teachers who responded stated that Stage 3: Implement Standards in Classroom was Somewhat In Place in 2015-16 and 36% said it was Completely in Place. 2. Official CAASPP results will be available in Summer 2016 and compared to 2014-15 results. 3. Approximately 77% of teachers attended 4 district-wide meetings focused on Common Core Instruction. 4. 66% of students moved from Foundational EL instruction to Academic EL instruction.

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation	CSCS Implementation Title II 150,000	Teachers took the CCSS Implementation survey in September and May. Results were shared with site principals and data was used to adjust and provide additional	No additional costs.

		professional development opportunities during the year.	
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide professional development in: • California State Content Standards • Before school and school-year Professional Development in English Language Development • Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education).	CSCS and Technology Professional Development Title II 200,000 ELD Professional Development Title III 85,000	Professional Development in 2015-16: • 4- 1.5 hour district-wide sessions focused around Common Core Instruction • 14 days of ELD Professional Development for new and returning teachers • Approximately 70 After-School sessions; topics include technology, Nurtured Heart, Common Core, Special Education, and New Teacher support	District-wide Days- built into certificated contract Professional Development sessions 1000-1999: Certificated Personnel Salaries Title I $259,000 Professional Development sessions 1000-1999: Certificated Personnel Salaries Title II $575,000 Professional Development sessions 1000-1999: Certificated Personnel Salaries Title III $76,000 Professional Development- Math Grant 1000-1999: Certificated Personnel Salaries Other $324,666 Professional Development- Educator Effectiveness Funds 1000-1999: Certificated Personnel Salaries Other $5,500
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	Staff and district meeting times included in contract 50,000	Elementary DLC members met monthly to discuss and refine Elementary ELA and Math Assessments. Secondary DLC members met 14 times to create a common writing assessment in Grades 8 and 10, and a common Math assessment for secondary Math B course. 6th grade teachers piloted the MDTP in 6th, 7th, 8th grades and High School resulting in formative math data for over 2000 students.	See Goal 3, Action 3
Scope of Service: District-wde X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Release time for peer rounds observations and debrief.	ABEO Consultants Title II	Approximately 132 teachers and 40 administrators participated in ABEO workshops, instructional rounds, and debriefs during 2015-16.	Substitute cost 1000-1999: Certificated Personnel Salaries 15,840 ABEO Consultants 5800: Professional/Consulting Services And Operating Expenditures Supplemental $37,870 Release Time 1000-1999: Certificated Personnel Salaries Title II $13,200
Scope of Service		Scope of Service	

_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing past and current progress, the following changes will be made for the 16-17 plan: 1. CUSD teachers and schools will move from stage 2 to stage 3 of CCSS implementation: implement CCSS in classrooms. 2. Students will continue to receive CSCS aligned instruction, and will show a 3% increase over baseline on CAASPP. 3. 80% of CUSD teachers will attend one or more CSCS trainings in Math, English Language Arts, English Language Development and/or the Next Generation Science Standards. 4. CUSD will increase the number of students receiving Foundational EL instruction to receiving Academic EL instruction from 66% to 71%. 5. We will continue these actions, services, and expenditures in 2016-17 to continue progress towards our goals.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses *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).* • 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. • 3.2: Increase student achievement at all grades and in al subject areas on state, district, and sit assessments. • 3.3: Increase the number of students entering high school at grade level in ELA and mathematics. • 3.4: Increase student achievement for English learners. • 3.5: Increase the percentage of students graduation from high school fully prepared for college and careers	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: LEA-wide; All schools Applicable Pupil Subgroups: All students	

Expected Annual Measurable Outcomes:	1. Increase the percentage of students scoring at or above their grade level on the STAR Reading Test in grades 3-8. 2. Provide academic interventions and supports for students in K-6 to increase percentage of students entering middle school at grade level in ELA and math by 2% over baseline (as measured by end of year CUSD 6th grade assessments). 3. % of English learners will increase one level of English proficiency as measured by the CELDT. 4. The reclassification rate of English Learner students will increase by .5% compared to the rate of 11.3% for the 2014-15 school year. 5. Provide academic interventions and supports for students in K-12 to increase students (including students in the identified subgroups) graduating with a-g requirements met by 3% over the previous year. 6. Increase by 1% students who complete a CTE pathways sequence. 7. The percentage of Advanced Placement exams passed with a score of 3 or higher will increase by at least 1% from 68.5% (2013-14), and the percentage of IB exams passed with a score of 4 or higher will increase by at least 1% from 80.3% (2013-14). 8. The percentage of students determined to be "college ready" as measured by the Early Assessment Program (EAP) will increase by at least 1% from/over the baseline established in 2014-15 school	Actual Annual Measurable Outcomes:	1. The percent of students scoring proficient on the STAR Reading Test in grades 3-8 (as of May 31, 2016): Grade 3: 49% in 2015-16, 50% in 14-15 Grade 4: 42% in 2015-16, 43% in 14-15 Grade 5: 42% in 2015-16, 43% in 14-15 Grade 6: 29% in 2015-16, 30% in 14-15 Grade 7: scores incomplete Grade 8: scores incomplete 2. Percent of students in subgroups who are entering middle school at/above or below grade level: See attachement. 3. 59.5% of English Learners increased one level of English proficiency as measured by the CELDT during the 2015-16 school year. 4. The reclassification rate of CUSD English Learners is 23% in 2015-16 as compared to 11.35 in 2014-15. 5. Percent of students meeting UC a-g requirements in 2015 was 41.8% as compared to 39.7% in 2014. 6. Percentage of students who graduated completing a CTE pathway sequence in 2014-15 was 22.2% as compared to 9.5% in 2013-14 (CTE

	year.		pathways just beginning). 7. Percent of students passing AP or IB tests in 2014-15: 1. AP: 68%, as compared to 68.5% in 2014. 2. IB: 71.8%, as compared to 80.3% in 2014. 8. Percent of students passing EAP as "ready" in 2015: 3. ELA: 2014-15- 29%, 2013-14- 29.1%, a decrease of .1% 4. Math: 2014-15- 12%, 2013-14- 12.1%, a decrease of .1%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Secondary counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	Secondary Counselors Supplemental 1,503,996	16 FTE Secondary Counselors monitored and implemented college/career plans.	Secondary Counselors 1000-1999: Certificated Personnel Salaries Supplemental 1,503,998.00
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.	Response to Intervention support 385,393 Response to Intervention support-site funds 1,508,442 Reading Pals 94,973	Sites used funds to implement RTI interventions as needed. Reading Pals was supported at Rosedale, McManus, Citrus, and Chapman Elementary sites.	Response to Intervention 1000-1999: Certificated Personnel Salaries Supplemental 387,684 Reading Pals 1000-1999: Certificated Personnel Salaries Supplemental 89,883

Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide the following services to improve instruction:: • Targeted Case Managers (TCMs) • Secondary Instructional Specialists (1.8 FTE) • Elementary Instructional Specialists (2.6 FTE) • Guidance Aides • Bilingual Aides • Transitional Kg. Instructional Aides	Targeted Case Managers Supplemental 156,401 Secondary Instructional Specialists 181,931 Elementary Instructional Specialists 262,790 Guidance Aides 100,000 Bilingual Aides 45,837 TK Aides 48,809	The following services were supported in 2015-16: • 8.3 FTE Targeted Case Managers (TCMs) • 1.8 Secondary Instructional Specialists • 2.6 Elementary Instructional Specialists • 8.7 FTE Guidance Aides • 5.27 FTE Bilingual Aides • 6 Transitional Kg. Instructional Aides	Targeted Case Managers 2000-2999: Classified Personnel Salaries Supplemental 349,207.00 Instructional Specialists 1000-1999: Certificated Personnel Salaries Supplemental 85,472.00 Guidance Aides 2000-2999: Classified Personnel Salaries Supplemental 189,116.00 Bilingual Aides 2000-2999: Classified Personnel Salaries Supplemental 189,116.00 TK Aides 2000-2999: Classified Personnel Salaries Supplemental 72,237.00 TOSA 1000-1999: Certificated Personnel Salaries Supplemental 444,721.00
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Research options for providing an all-day or extended day Kindergarten at all elementary sites.	Supplemental 7,500	Kindergarten teachers met with the Director of Elementary Education and CUTA President Kevin Moretti 2 times in the Fall to discuss all-day Kindergarten models in CUSD.	No additional cost
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide after school homework support at Elementary and Secondary as per site's needs.	After School Program grant After School Education and Safety (ASES) 150,000 After School Programs Supplemental 150,000	Sites used funds to provide after school homework help as needed. CARD After school programs were supported at 12 elementary sites and 2 junior highs.	After School Program Tutoring 1000-1999: Certificated Personnel Salaries Other 150,000.00
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to	As a result of reviewing past and current progress, the following changes will be made for the 16-17 plan: 1. Provide academic interventions and supports to increase percentage of students entering 3rd, 6th, and 9th grade level in Reading and Writing (as measured by end of year CUSD assessments). 2. TOSA's will be provided to support District initiatives. This will be an estimated cost of $444,721.

goals?	3. 62% of English learners will increase one level of English proficiency as measured by the CELDT. 4. The reclassification rate of English Learner students will increase by 1% compared to the rate of 23% for the 2015-16 school year. 5. Provide academic interventions and supports for students graduating with a-g requirements met by 3% over the 2015-16 rate of 41.8%. 6. Increase by 2% students who complete a CTE pathways sequence as compared to 2014-15 rate of 22.2% 7. The percentage of Advanced Placement exams passed with a score of 3 or higher will increase by at least 1% from 68% (2014-15), and the percentage of IB exams passed with a score of 4 or higher will increase by at least 1% from 71.8% (2014-15). 8. The percentage of students determined to be "college ready" as measured by the Early Assessment Program (EAP) will increase by at least 1% over the 2014-15 rates of 29% in ELA and 12% in Math. 9. We will continue these actions, services, and expenditures in 2016-17 to continue progress towards our goals.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	**Goal 4: 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. • 4.2: At all levels, increase parent input and involvement in school activities.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: LEA-wide; All schools Applicable Pupil Subgroups: All students	

Expected Annual Measurable Outcomes:	Outcomes: 1. The number of parents of students in grades 7-12, accessing student performance information will increase from 50% to 60%. 2. Utilizing the Education for the Future Survey data, establish a baseline for the percentage of parents who report receiving a response from teachers and/or school staff regarding inquiries about their student within a maximum of three school days. 3. Schools will provide staff training and Targeted Case Manager support to increase parent involvement in programs for unduplicated pupils and individuals with exceptional needs to ensure student academic, social, and emotional success. and obtain a baseline.	Actual Annual Measurable Outcomes:	Metrics used: 1. 85.5% of CUSD students have a parent account in Aeries Parent Portal. 2. A consistent measure is not available for tracking timely teacher responses to parent inquiries. 3. 8.3 FTE Targeted Case Managers were supported to increase family involvement at school sites.

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Provide teacher and staff training/information in: • using Parent Portal in Illuminate for 4th through 6th grade teachers • using Parent Portal in Aeries for secondary teachers • expectations for timely response (3 day maximum) to parent inquiries	Staff meeting time included in contract Supplemental 15,000	New teachers are trained in Aeries at the start of each school year. Teachers and staff were made aware of expectations for timely responses at the beginning of the year and in staff bulletins throughout the year	New Teacher Training 1000-1999: Certificated Personnel Salaries Title II 5,000.00

Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide parent training in English and other languages addressing parent access to: • Parent Portal feature in Aeries and Illuminate • Academic programs to support student learning, such as: Google Apps for Education, software to support California Content State Standards learning at home, Rosetta Stone, etc.	Supplemental 10,000	Targeted Case Managers worked with parents by: providing ESL classes at Bidwell Junior High, attending Parent Teacher Conferences as support or to translate, making home visits, participating in attendance meetings, offering Parenting classes using Toolbox and on academic programs, and assisting parents when enrolling in Aeries.	
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide TCM and/or other staff support for: • increasing parent participation • frequency of meetings for secondary English Learner Advisory Committee • District English Learner Advisory	Supplemental 10,000	8.3 FTE Targeted Case Managers were supported; Targeted Case Managers worked with parents by: providing ESL classes at Bidwell Junior High, attending Parent Teacher Conferences as support or to translate,	See Goal 3, Action 3

Committee (DELAC)		making home visits, participating in attendance meetings, offering Parenting classes using Toolbox and on academic programs, and assisting parents when enrolling in Aeries.	
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Establish baseline for parent involvement in: • Parent Information/Back to School Nights • SSC • Site ELAC • DELAC	Supplemental 5,000	Sites had 50% or more of families attend Back to School Nights, School Site Councils composed of 2 parents, and attendance at site ELAC and DELAC meetings.	
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing	As a result of reviewing past and current progress, the following changes will be made for the 16-17 plan: 1. TCM's will meet together to combine efforts to increase parent participation and knowledge across the district. 2. Use 1 elementary and 1 secondary academic-focused data point to monitor parent participation.		

past progress and/or changes to goals?	3. We will continue these actions, services, and expenditures in 2016-17 to continue progress towards our goals.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	**Goal 5: 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: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: LEA-wide; All schools Applicable Pupil Subgroups: All students	

Expected Annual Measurable Outcomes:	Outcomes: 1. Increase student attendance rate to 95% rate, from the current rate of 93.3%. 2. Reduce chronic absenteeism from 9.6% (as of May 1, 2015) to 9%. 3. Reduce the 8th grade dropout rate by 0 .1% from the current rate of 0.6%, and the 9th grade by 0.1% from the current rate of 1.0% (2014-15). 4. Decrease the number of high school students dropping out from 7.2% to 6.5% and increase the "save rate" (i.e. students who were not on track to graduate, but with intervention and support, achieve a high school diploma). 5. Increase high school graduation and/or program completion rate from 89.2% (2013-14) to 91.3%. 6. CUSD will reduce the student referrals, suspension and expulsion rates by 1% from previous year. 7. CUSD will reduce "Out of School Suspensions" annually by 1%. 8. Maintain or increase a rating of at least 4.0 on the student safety items included in the Education for the Future Initiative student survey, administered annually.	Actual Annual Measurable Outcomes:	Actual Outcomes: 1. Average daily attendance in 2015-16 was 95.62%. 2. **The chronic absenteeism rate for 2015-16 for All students is 7.3 % a decrease of .5% (from 7.8%) . The Elementary students rate is 5.3% a decrease of .9% (from 6.2%). The Secondary student rate is 9.4 a decrease of .2% (from 9.6%) .** 3. 8th grade dropout rate, 2014-15: .3% 9th grade Dropout rate, 2014-15: .1% 4. The 2013-14 dropout rate was 7.2% and in 2014-15 was 6.6%, an decrease of .8%. 5. The graduation and program completion rate was 89.2% in 2013-14 and 88.9% in 2014-15, a decrease .3%. 6. Student referrals to: 1. Opportunity Class- 19 students entered and/or exited in 2015-16 2. Reset program- 607 student days were spent in Reset 3. 2014-15 Suspension Rate: 3.4%, a decrease of 2% from 2013-14. 4. 2014-15 Expulsion Rate: .2%, a decrease of .1% from 2013-14 7. CUSD Out of School Suspension rate was .2% in 2014-15 and .3% in 2013-14, a decrease of .1%. 8. On average, students responded with a '4' rating on student safety items on the district-wide site surveys.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide professional development for all staff in: • becoming a trauma-informed district • behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach	Title II 5,000	Professional development on becoming a Trauma-informed district and the Nurtured Heart Approach were held on each of the 4 district-wide days in 2015-16. 8 Elementary sites participated in 4 8-hour Positive Behavior Supports trainings.	Professional Development 1000-1999: Certificated Personnel Salaries Title II Professional Development 1000-1999: Certificated Personnel Salaries Title I Professional Development 1000-1999: Certificated Personnel Salaries Other
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide parent, education/training classes to improve student attendance.	Parenting Classes 10,000	Parent trainings were offered in Nurtured Heart Approach in Spring 2016. Sites held attendance meeting and/or created attendance contracts with parents to improve student attendance; stressed importance of attendance in school newsletters and offered Saturday ADA make-up days for students missing 1 or more days. Targeted Case Managers worked with parents by: providing ESL classes at Bidwell Junior High, attending Parent Teacher Conferences as support or to translate, making home visits, participating in attendance meetings, offering Parenting	Parenting Classes 4000-4999: Books And Supplies Supplemental 5,000.00

		classes using Toolbox and on academic programs, and assisting parents when enrolling in Aeries.	
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue support for Alternative Education Programs: • Opportunity Programs (CAL and Chapman) • Out of School suspension alternatives (e.g. Reset and ISS) • Alternative Ed. Supplemental staffing	Opportunity Program 285,453 Reset and ISS 107,086 Alt Ed. Supplemental Staffing 461,532	CUSD supported Alternative Education Programs: • Opportunity Programs (CAL and Chapman) • Out of School suspension alternatives (e.g. Reset and ISS) • Alternative Ed. Supplemental staffing	Opportunity Program 1000-1999: Certificated Personnel Salaries Supplemental 299,905.00 Reset and ISS 1000-1999: Certificated Personnel Salaries Supplemental 107,405.00 Alt Ed Staffing 1000-1999: Certificated Personnel Salaries Supplemental 461,532.00
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide health, social-emotional counseling support services: • EMHI/PIP • Guidance Aides	EMHI/PIP 289,416 Guidance Aides 100,000 Nurses 106,765	The following services were supported in 2015-16: • 8.7 FTE EMHI/PIP, Guidance Aides • 1.31 FTE Nurses	EMHI/PIP 2000-2999: Classified Personnel Salaries Supplemental 429,554.00 Nurses, LVNs, Health Assitants 1000-

• Nurses • Health Aides • Cal Safe Teen Parenting Program • Medically Necessary/Off Campus Instruction	Health Aides 540,423 LVNs 21,200 Cal Safe 60,000 MNHI/OCI 275,868	• 10.71 FTE Health Aides • Cal Safe Teen Parenting Program • Medically Necessary/Off Campus Instruction	1999: Certificated Personnel Salaries Supplemental 622,081.00 MNHI/OCI 1000-1999: Certificated Personnel Salaries Supplemental 311,811.17
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Research availability of federal and state funds/grants for school resource officers.	No additional cost	This action was not completed.	No additional cost
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase campus supervision as per site needs.	Campus Supervision 738,729	Sites determined their need for additional supervision and hired appropriately.	Campus Supervision- site funds 2000-2999: Classified Personnel Salaries Supplemental 619,499.00
Scope of Service: District-wide X All OR:		Scope of Service: _ All OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Support student engagement at the high schools by encouraging participation in sports teams.	Coaching Stipends 367,825	Sports were offered at the high schools to support student engagement.	Coaching Stipends 1000-1999: Certificated Personnel Salaries Supplemental 504,533.00
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Support student engagement in Art, Music, and PE activities at the elementary schools.	Elementary Art, Music, and PE 1,467,365	Art, Music, and PE were offered at the elementary sites to support student engagement.	Elementary Art, Music and PE 1000-1999: Certificated Personnel Salaries Supplemental 1,374,952.00
Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be	As a result of reviewing past and current progress, the following changes will be made for the 16-17 plan: 1. Increase campus supervision as sites see necessary for safety of all students.		

made as a result of reviewing past progress and/or changes to goals?	2. Provide professional development opportunities for teachers and staff to work with students of varying needs, especially social-emotional needs. 3. We will continue these actions, services, and expenditures in 2016-17 to continue progress towards our goals.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$8,282,917

- For the 2016-17 school year, the Chico Unified School District's estimated unduplicated count percentage of students identified as low income, foster youth, and English learner will be approximately 45%.

- CUSD will receive approximately $8,282,917 in supplemental funding in 2016-17 to provide improved or increased services for identified students.

- The district proposes to spend the increased supplemental funding on Academic Intervention Services ($2,130,043), Instructional SupportServices ($3.013,809), Student Support Services ($4,826,099) and Alternative Education Services and Supports ($746,985).The use of these resources to fund evidenced-based services and supports is the most effective use of these funds based on the following:
  - Academic Intervention, Instructional Support, Student Support and Alternative Education Services 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.
    - Research supporting use of iReady for intervention:
    - http://www.casamples.com/downloads/iReadyResearchBaseInstruction_final.pdf
    - Research supporting use of Renaissance Place (multiple sources):
    - http://doc.renlearn.com/KMNet/R003559501GF7925.pdf

- Providing these services in a district wide manner focuses the 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.

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

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

9.64	%

- See Table #1 (attached) for the Minimum Proportionality Percentage (MPP) calculation. CUSD's MPP is calculated to be 9.64%.
- The district estimates $11,437,706 in expenditures for programs currently serving all students, including students identified as English learners, foster youth, or low income in 2016-17.
- 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 2015-16.
- CUSD will continue to provide and improve services to English learners, low-income pupils, and foster youth by providing:
  - Instructional Support Specialists for teachers to improve educational practices collaboratively
  - Student support services to provide additional support staff and training to meet the social-emotional needs of students in order that they may be more focused and engaged in their learning
  - Academic intervention services and supports to ensure high levels of student achievement
  - Bi-lingual Instructional aides to directly support intervention programs
  - Alternative education programs and services to support student achievement leading to a high school diploma or its equivalent
  - Technology Instructional Aides to support teachers and students to assure access and to educational technology tools
  - Guidance Aides to provide assistance to students to improve student engagement

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2015-16 Annual Update Budgeted**	**2015-16 Annual Update Actual**	**2016-17**	**2017-2018**	**2018-2019**	**2016-17-2018-2019 Total**
All Funding Sources	14,876,589.00	15,575,005.17	20,341,829.00	20,302,563.00	20,266,329.00	60,910,721.00
	12,078,692.00	715,840.00	0.00	0.00	0.00	0.00
After School Education and Safety (ASES)	150,000.00	0.00	0.00	0.00	0.00	0.00
Base	0.00	194,100.00	4,454,101.00	4,454,101.00	4,454,101.00	13,362,303.00
California Career Pathways Trust	0.00	0.00	40,000.00	40,000.00	40,000.00	120,000.00
Lottery	350,000.00	0.00	350,000.00	350,000.00	350,000.00	1,050,000.00
Other	0.00	4,365,166.00	3,308,026.00	3,308,026.00	3,308,026.00	9,924,078.00
Supplemental	1,857,897.00	9,281,699.17	11,016,835.00	11,042,069.00	11,016,835.00	33,075,739.00
Title I	0.00	349,000.00	835,669.00	587,669.00	576,669.00	2,000,007.00
Title II	355,000.00	593,200.00	223,500.00	398,000.00	398,000.00	1,019,500.00
Title III	85,000.00	76,000.00	113,698.00	122,698.00	122,698.00	359,094.00

Total Expenditures by Object Type						
Object Type	**2015-16 Annual Update Budgeted**	**2015-16 Annual Update Actual**	**2016-17**	**2017-2018**	**2018-2019**	**2016-17-2018-2019 Total**
All Expenditure Types	14,876,589.00	15,575,005.17	20,341,829.00	20,302,563.00	20,266,329.00	60,910,721.00
	14,526,589.00	700,000.00	167,448.00	0.00	0.00	167,448.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	1,084,209.00	1,084,209.00
1000-1999: Certificated Personnel Salaries	0.00	8,459,254.17	11,999,119.00	12,102,067.00	11,006,858.00	35,108,044.00
2000-2999: Classified Personnel Salaries	0.00	2,033,493.00	3,125,873.00	3,151,107.00	3,125,873.00	9,402,853.00
4000-4999: Books And Supplies	350,000.00	519,388.00	1,214,389.00	1,214,389.00	1,214,389.00	3,643,167.00
5000-5999: Services And Other Operating Expenditures	0.00	3,825,000.00	3,825,000.00	3,825,000.00	3,825,000.00	11,475,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	37,870.00	10,000.00	10,000.00	10,000.00	30,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2015-16 Annual Update Budgeted**	**2015-16 Annual Update Actual**	**2016-17**	**2017-2018**	**2018-2019**	**2016-17-2018-2019 Total**

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2015-16 Annual Update Budgeted**	**2015-16 Annual Update Actual**	**2016-17**	**2017-2018**	**2018-2019**	**2016-17-2018-2019 Total**
All Expenditure Types	All Funding Sources	14,876,589.00	15,575,005.17	20,341,829.00	20,302,563.00	20,266,329.00	60,910,721.00
		12,078,692.00	700,000.00	0.00	0.00	0.00	0.00
	After School Education and Safety (ASES)	150,000.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	1,857,897.00	0.00	167,448.00	0.00	0.00	167,448.00
	Title II	355,000.00	0.00	0.00	0.00	0.00	0.00
	Title III	85,000.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Other	0.00	0.00	0.00	0.00	1,084,209.00	1,084,209.00
1000-1999: Certificated Personnel Salaries		0.00	15,840.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	75,000.00	75,000.00	75,000.00	225,000.00
1000-1999: Certificated Personnel Salaries	California Career Pathways Trust	0.00	0.00	40,000.00	40,000.00	40,000.00	120,000.00
1000-1999: Certificated Personnel Salaries	Other	0.00	480,166.00	2,855,202.00	2,855,202.00	1,770,993.00	7,481,397.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	7,035,048.17	8,056,050.00	8,223,498.00	8,223,498.00	24,503,046.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	259,000.00	635,669.00	387,669.00	376,669.00	1,400,007.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	593,200.00	223,500.00	398,000.00	398,000.00	1,019,500.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	76,000.00	113,698.00	122,698.00	122,698.00	359,094.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	392,824.00	392,824.00	392,824.00	1,178,472.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	2,033,493.00	2,623,049.00	2,648,283.00	2,623,049.00	7,894,381.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	110,000.00	110,000.00	110,000.00	330,000.00
4000-4999: Books And Supplies	Base	0.00	194,100.00	544,101.00	544,101.00	544,101.00	1,632,303.00
4000-4999: Books And Supplies	Lottery	350,000.00	0.00	350,000.00	350,000.00	350,000.00	1,050,000.00
4000-4999: Books And Supplies	Other	0.00	60,000.00	60,000.00	60,000.00	60,000.00	180,000.00
4000-4999: Books And Supplies	Supplemental	0.00	175,288.00	170,288.00	170,288.00	170,288.00	510,864.00
4000-4999: Books And Supplies	Title I	0.00	90,000.00	90,000.00	90,000.00	90,000.00	270,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2015-16 Annual Update Budgeted**	**2015-16 Annual Update Actual**	**2016-17**	**2017-2018**	**2018-2019**	**2016-17-2018-2019 Total**
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	3,825,000.00	3,825,000.00	3,825,000.00	11,475,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	3,825,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	37,870.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]

2015-16 Goal Vetting Results from March 30 Meeting

I support CUSD continuing the actions and services in Goal 1 for the 2016-17 school year.

A. I support the actions and services as written.

B. I can live with the actions and services as written.

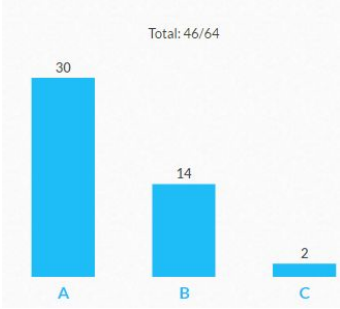
C. I cannot support the actions/services as written; it needs revision.

I support CUSD continuing the actions and services in Goal 2 for the 2016-17 school year.

A. I support the actions and services as written.

B. I can live with the actions and services as written.

C. I cannot support the actions and services as written; it needs revision.

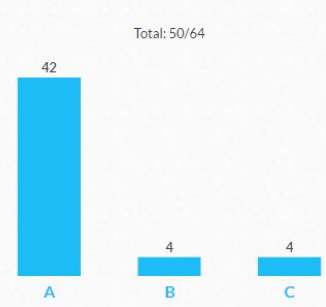


I support CUSD continuing the actions and services in Goal 3 for the 2016-17 school year.

A. I support the actions and services as written.

B. I can live with the actions and services as written.

C. I cannot support the actions and services as written; it needs revision.

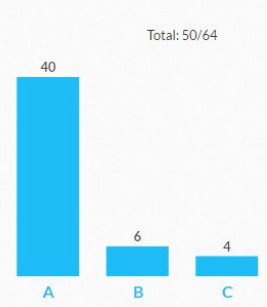


I support CUSD continuing the actions and services in Goal 4 for the 2016-17 school year.

A. I support the actions and services as written.

B. I can live with the actions and services as written.

C. I cannot support the actions and services as written; it needs revision.

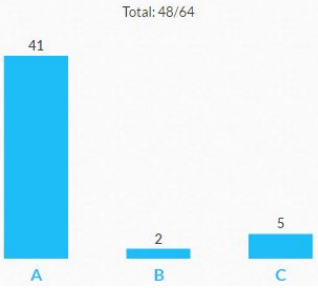


I support CUSD continuing the actions and services in Goal 5 for the 2016-17 school year.

A. I support the actions and services as written.

B. I can live with the actions and services as written.

C. I cannot support the actions and services as written; it needs revision.



Goal 3, Outcome 2: Students in subgroups entering middle school at or above grade level, as of May 31, 2016

All 6th Graders Students	
STAR Reading	**29%-** at or above benchmark **71%-** below benchmark
CBM- Reading Fluency	**48%-** at or above benchmark **52%-** below benchmark
Writing Content and Conventions	**51.7%-** at or above benchmark **48.3%-** below benchmark
Grade 7 Math Readiness ***as measured by MDTP***	**11.2%-** performance places them in Math 7 **70.1%-** performance places them in Math B **18.6%-** performance places them in Math B/C

FRM Youth	
STAR Reading	**16%-** at or above benchmark **84%-** below benchmark
CBM- Reading Fluency	**37%-** at or above benchmark **63%-** below benchmark
Writing Content and Conventions	**40%-** at or above benchmark **60%-** below benchmark
Grade 7 Math Readiness ***as measured by MDTP***	**16.1%-** performance places them in Math 7 **76.5%-** performance places them in Math B **7.4%-** performance places them in Math B/C

Foster Youth
Subgroup > 10 students

EL Students	
STAR Reading	**2%-** at or above benchmark **98%-** below benchmark
CBM- Reading Fluency	**10%-** at or above benchmark **90%-** below benchmark
Writing Content and Conventions	**16.7%-** at or above benchmark **83.3%-** below benchmark
Grade 7 Math Readiness ***as measured by MDTP***	**36.4%-** performance places them in Math 7 **63.6%-** performance places them in Math B **0%-** performance places them in Math B/C

DATA DASHBOARD 2015-16

EDITION 1.2

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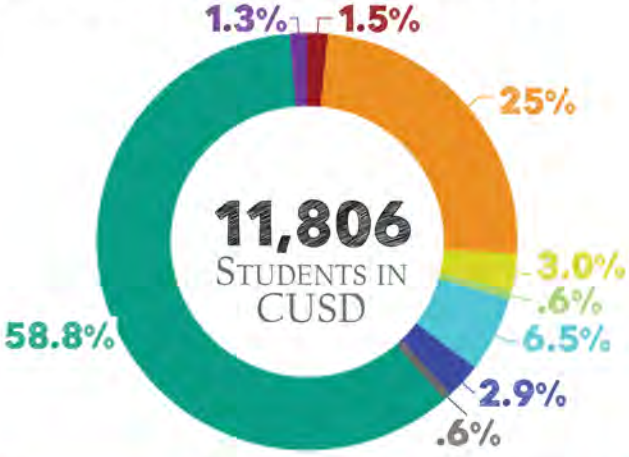
Chico Unified School District

District-Wide Data

2015-16 District Enrollment



American Indian or Alaska Native | Hispanic or Latino | White
Black or African American | Filipino | Asian | No Race Reported
Two or More Races | Native Hawaiian or Pacific Islander

2015-16 Targeted Students

43.9% FRM, *5,183 Students*

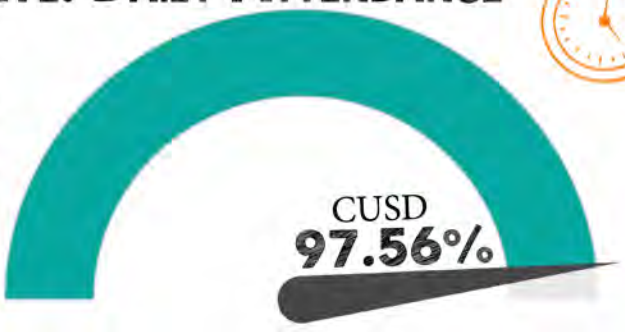
9.6% English Learners, *1,105 Students*

.6% Foster Youth, *71 Students*

Targeted students are those classified as English Learners, eligible to receive free or reduced-price meals (FRM), foster youth, or any combination of these factors. Districts receive extra funding to support the needs of targeted students.

Ave. Daily Attendance

2014-15



FRM 95.29%
EL 96.69%
Foster Youth 94.36%

Chronic Absenteeism

2014-15

Students who are chronically absent miss 10% or more of the school year, or 18 days.

FRM 14.91%
EL 7.26%
Foster Youth 20.52%

13-14 Average Daily Attendance

CUSD- 96.1% FRM- 95.3%
EL- 96.9% Foster Youth- NA

13-14 Chronic Absenteeism

CUSD- 10.4% FRM- 15.5%
EL- 6.7% Foster Youth- NA

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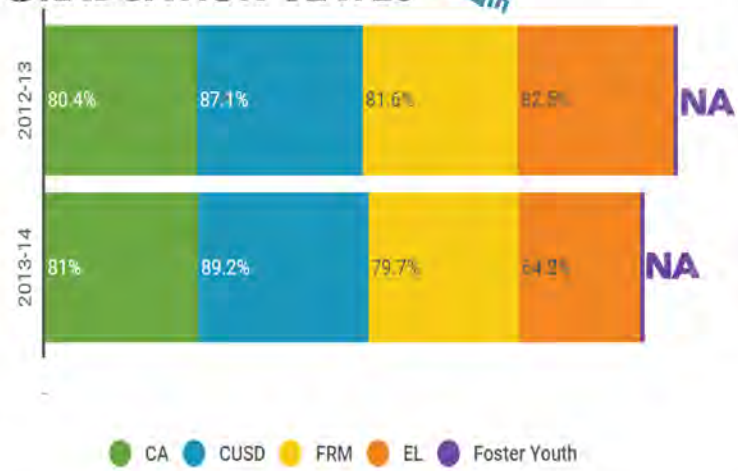
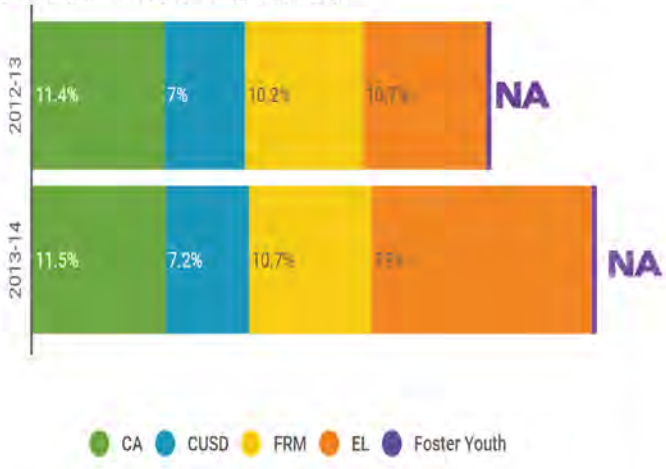
District-Wide Data

Chico Unified School District

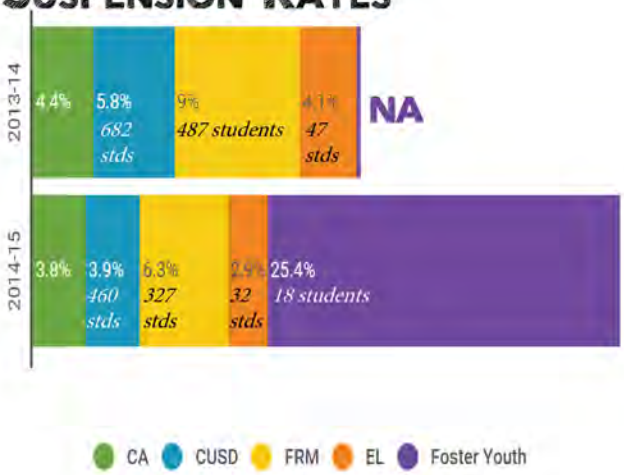
Graduation Rates



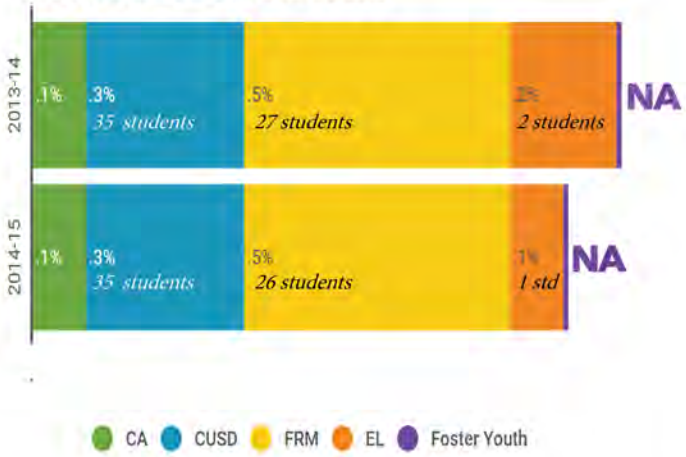
Dropout Rates



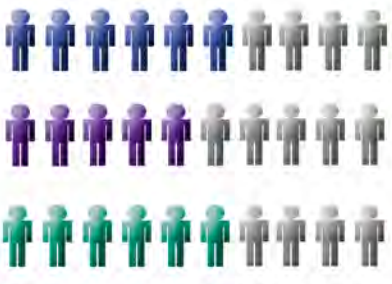
Suspension Rates



Expulsion Rates



Percent Making Progress Towards English Proficiency



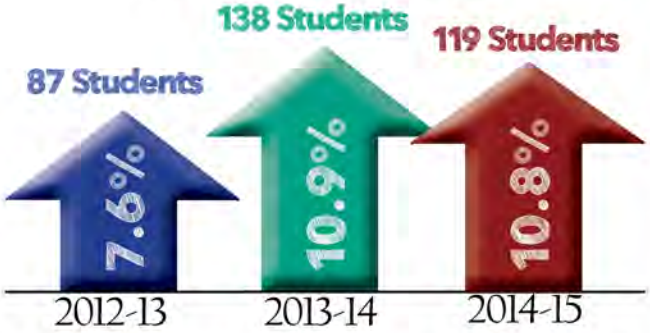
59.9% (683 Std) 2012-13

56.8% (721 Std) 2013-14

62.8% (879 Std) 2014-15

Progress towards English Proficiency is measured by the CELDT, California English Language Development Test. English learners take the test at the beginning of each school year. Students represented here moved up 1 or more levels from the previous year.

English Learner Reclassification Rate



CUSD Reclassification Measures: CELDT score, STAR Reading Level, Teacher Input, and Parent Consent.

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Chico Unified School District

Secondary Data

UC/CSU Required Course Completion

	CUSD	FRM	EL	Foster Youth
2013-14	41.8%	23.3%	11.6%	NA
2014-15	41.4%	22.6%	4.7%	11.1%

CTE Course Sequence Enrollment

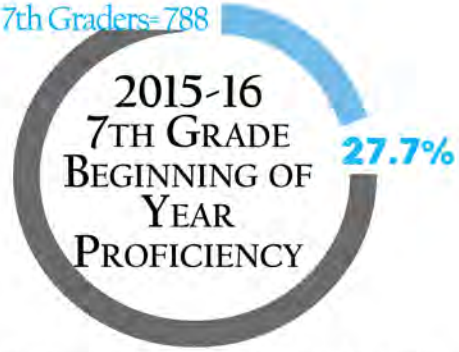
	CUSD	FRM	EL	Foster Youth
2014-15	39.8%	41.8%	31.0%	NA
2015-16	31.9%	29.0%	18.9%	26.3%

AP & IB Course Enrollment

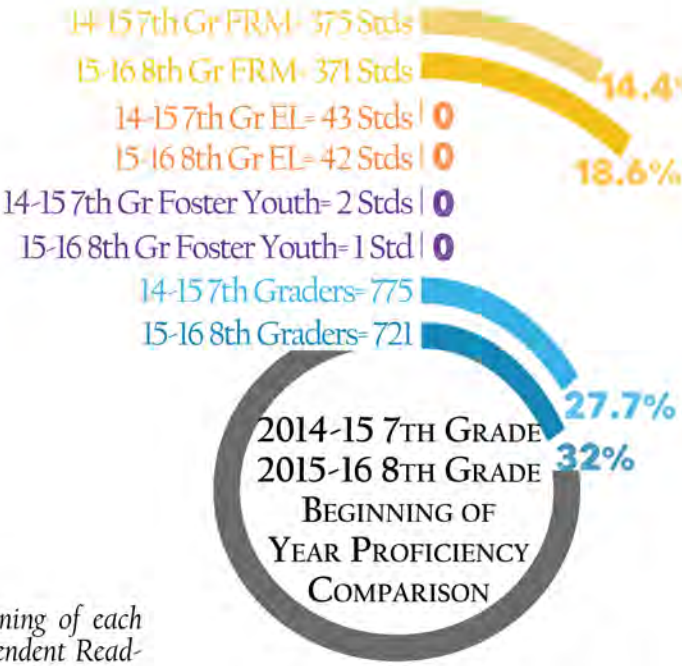
	CUSD	FRM	EL	Foster Youth
2014-15	25%	2.1%	.7%	NA
2015-16	20.9%	10%	6.7%	0%

2015-16 AR Reading

FRM= 375 Students
EL= 50 Students | 0
Foster Youth= 4 Students | 0
7th Graders= 788



14-15 7th Gr FRM= 375 Stds
15-16 8th Gr FRM= 371 Stds
14-15 7th Gr EL= 43 Stds | 0
15-16 8th Gr EL= 42 Stds | 0
14-15 7th Gr Foster Youth= 2 Stds | 0
15-16 8th Gr Foster Youth= 1 Std | 0
14-15 7th Graders= 775
15-16 8th Graders= 721



Most 7-8th students take the STAR reading test at the beginning of each school year. Percentages above show the beginning 2015 Independent Reading Level proficiency levels as measured by the STAR. Teachers also receive Grade Level Equivalent scores which tend to be higher than the IRL scores.

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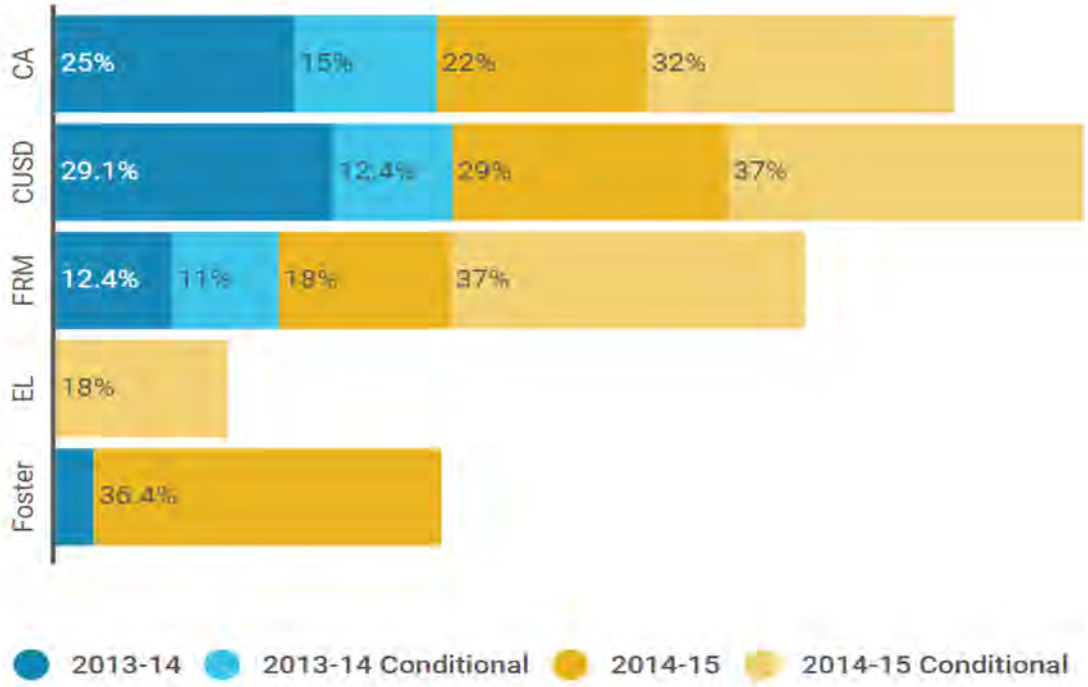
Chico Unified School District

Secondary Data

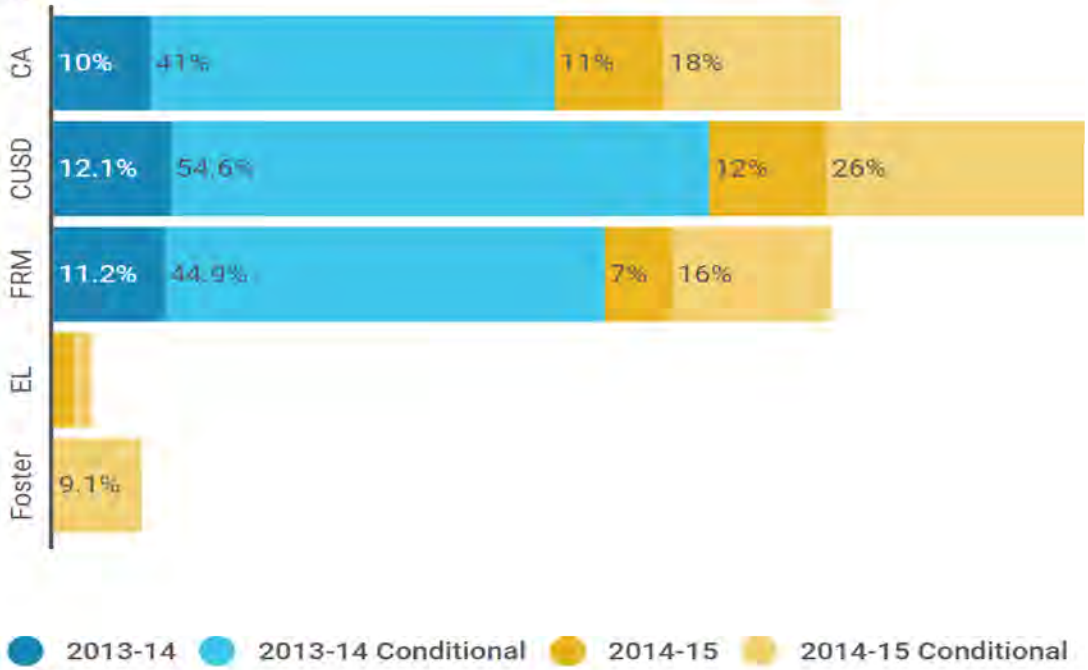
EAP College Ready

The Early Assessment Program (EAP) is a collaborative effort among CSU, the California Dept. of Education and the California State Board of Education (SBE). The goal of this partnership is to ensure that collegebound high-school graduates have the English and math skills expected by the state university. The EAP is taken during the 11th grade year and allows students, teachers, and parents to know exactly how well prepared students are for university-level work.

ELA



Math



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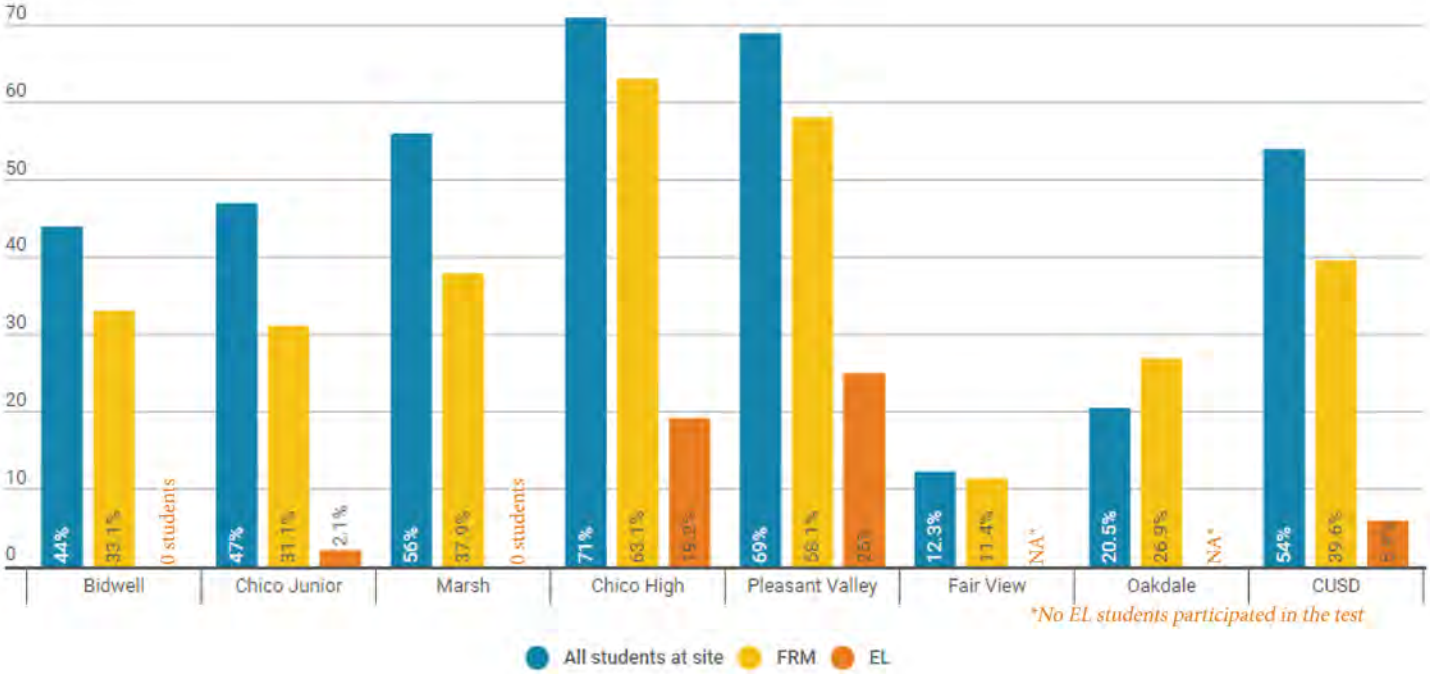
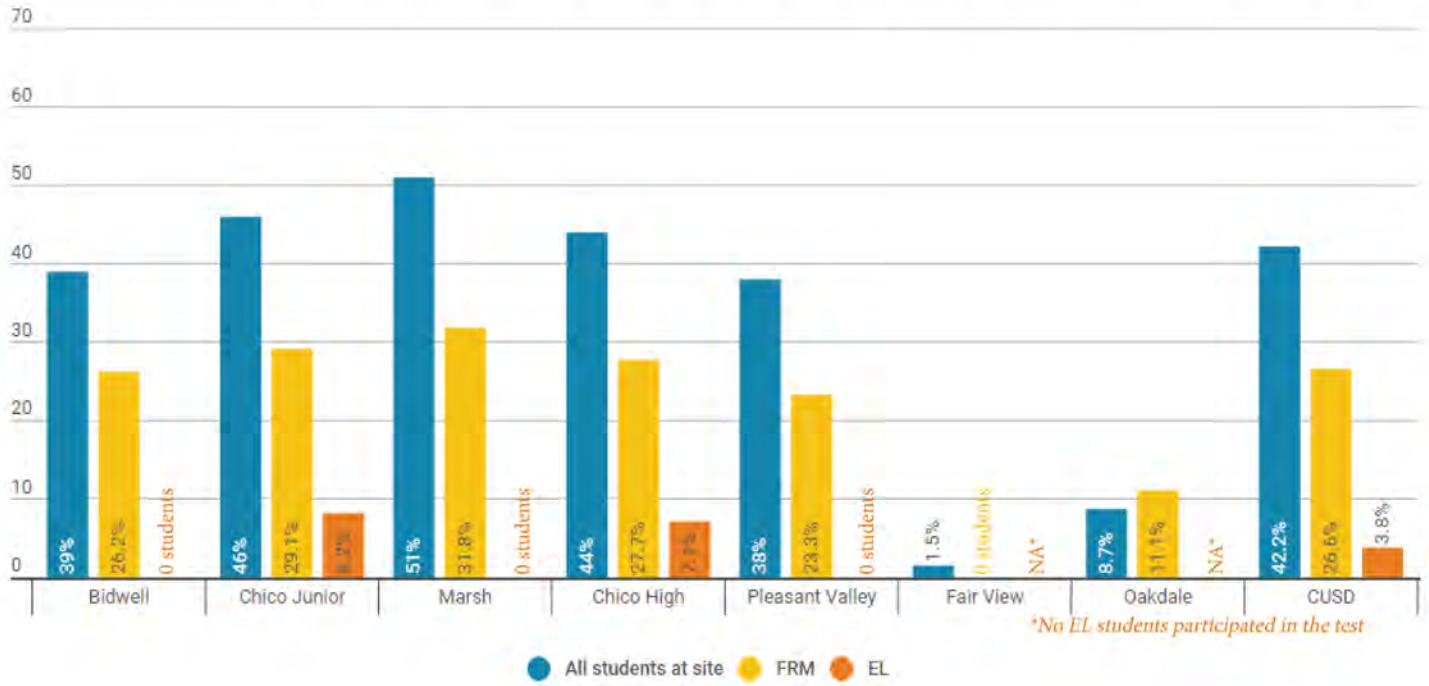
2015 SBAC Results 7-8, 11

ELA Overall- Percent Met or Exceeding Standard



*No EL students participated in the test

Math Overall- Percent Met or Exceeding Standard



*No EL students participated in the test

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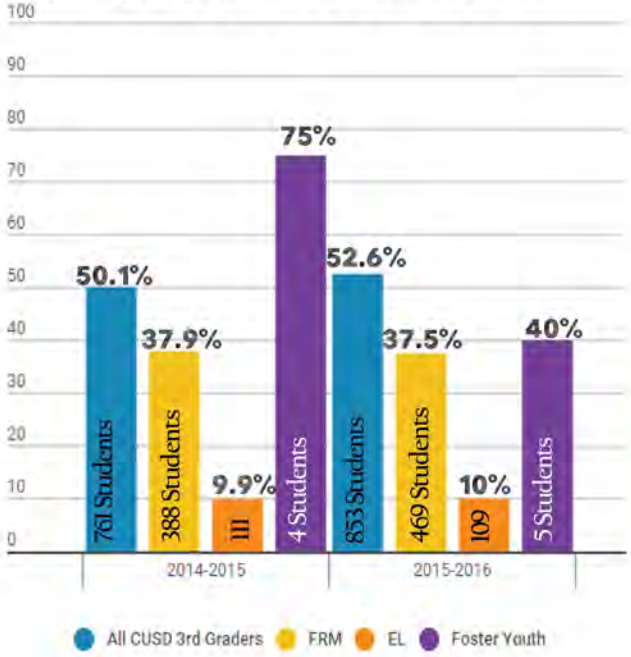
Chico Unified School District

Elementary Data

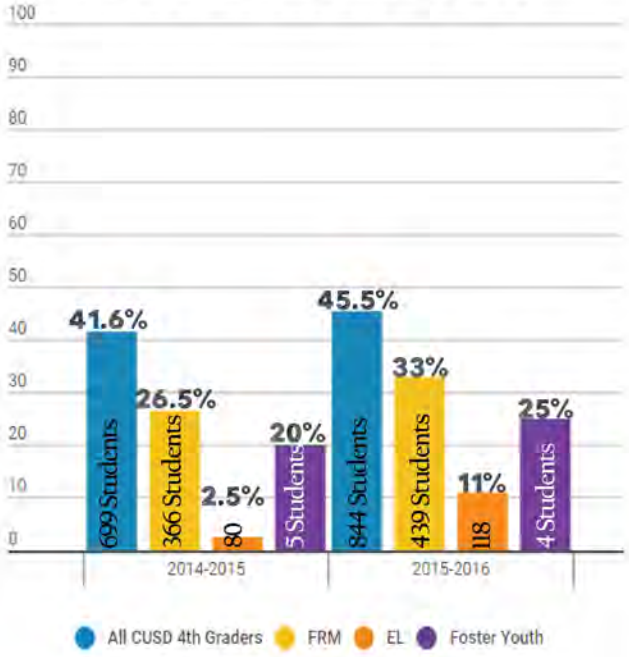
Grades 3-6 Trimester 1 AR Reading Data

Students in grades 3-6 take the AR reading test approx. 4 times per year. The AR test consists of short reading passages with questions relating to passage comprehension and vocabulary.

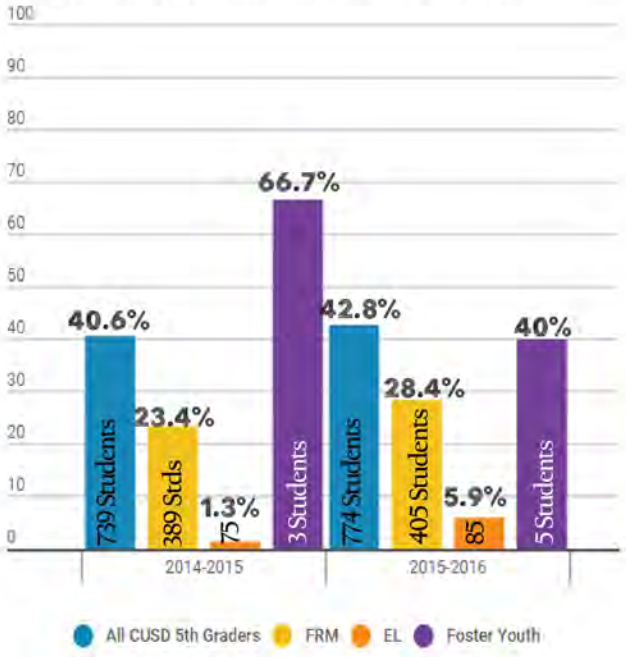
3rd Grade AR Reading



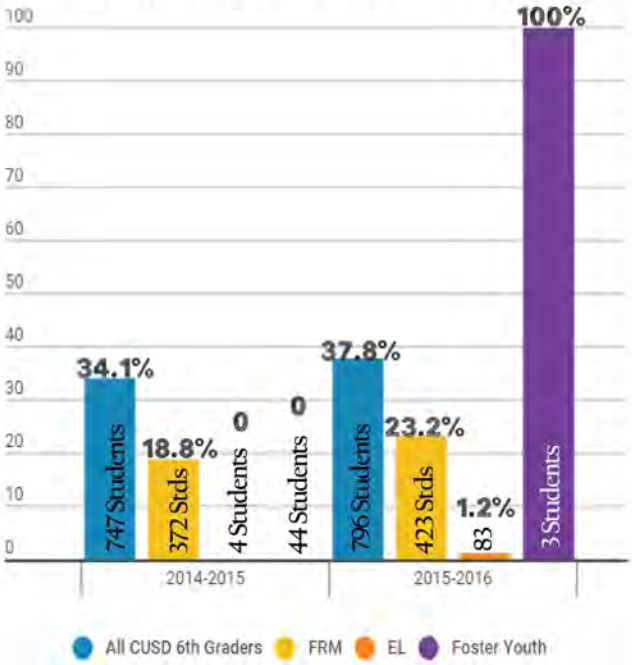
4th Grade AR Reading



5th Grade AR Reading



6th Grade AR Reading



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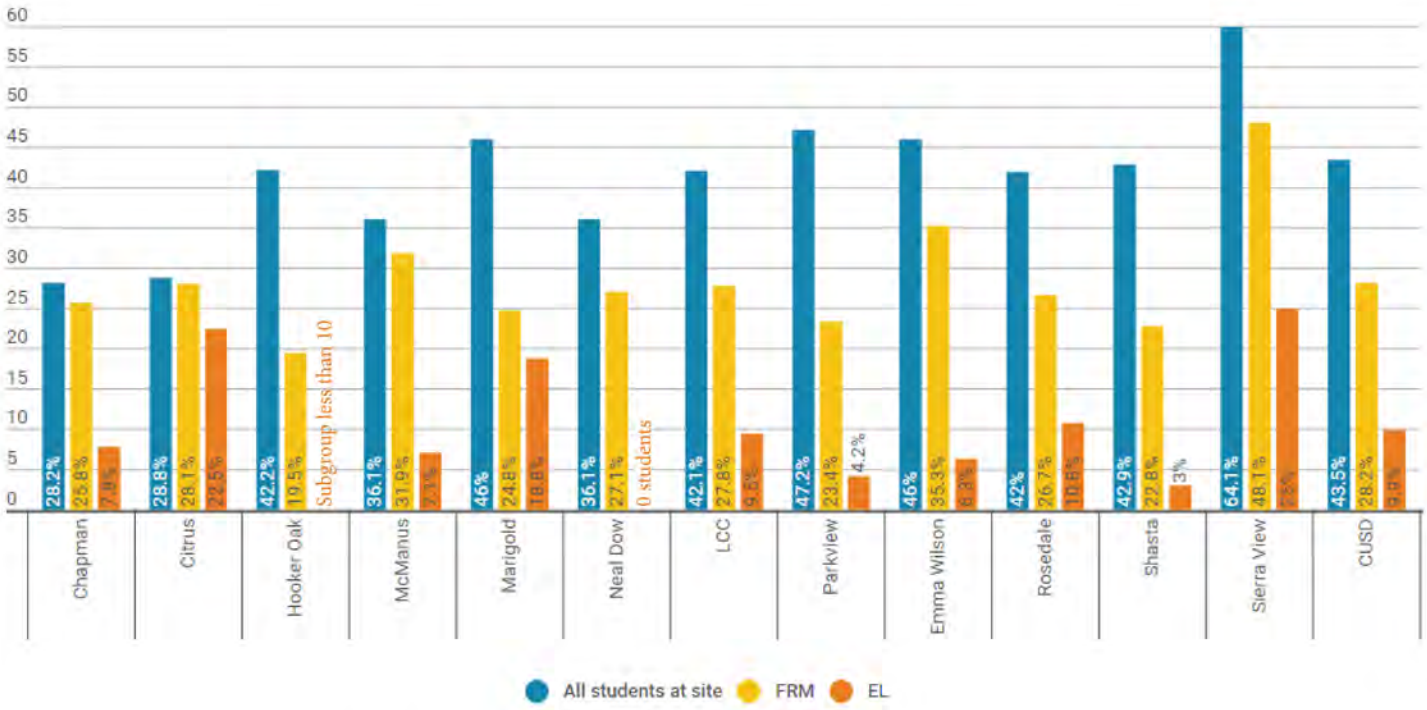
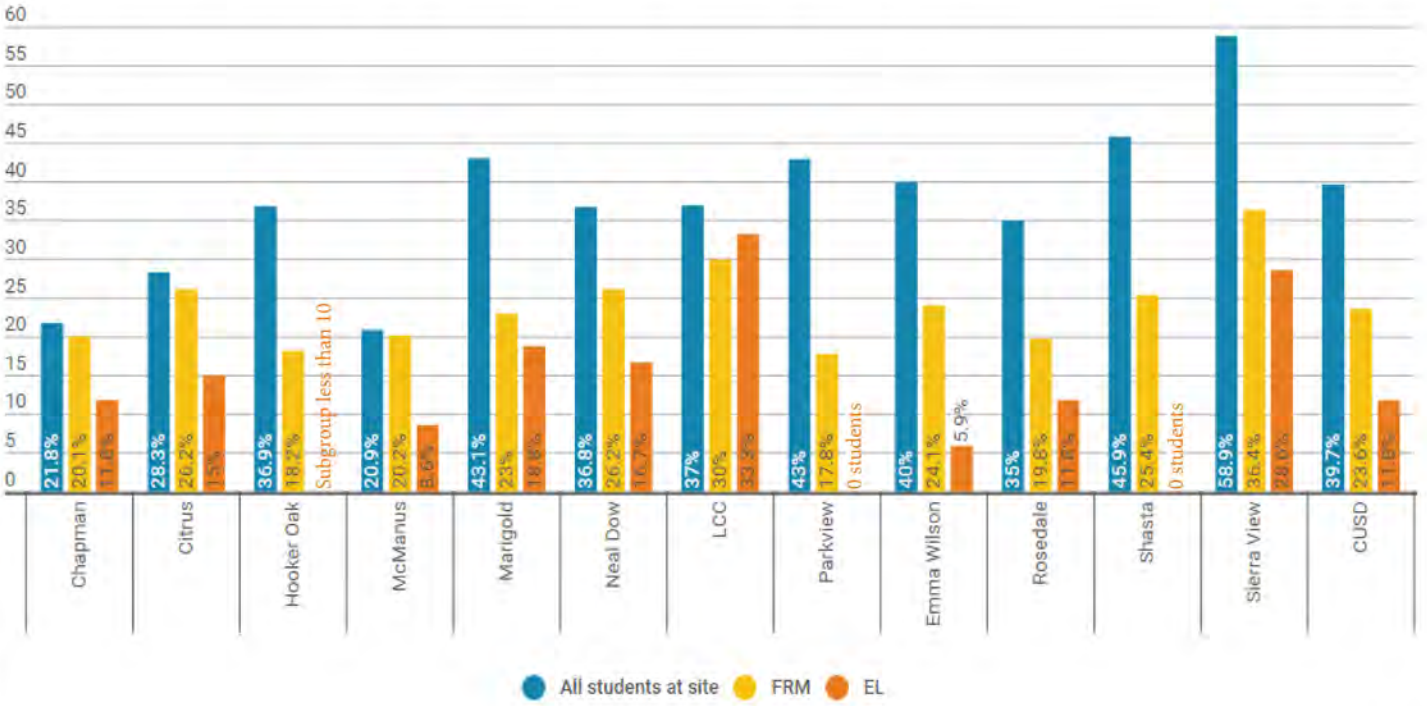
2015 SBAC Results 3-6

ELA Overall- Percent Met or Exceeding Standard



Math Overall- Percent Met or Exceeding Standard



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