

## § 15497.5. Local Control and Accountability Plan and Annual Update Template.

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

LEA: Chico Unified School District

Contact: Kelly Staley, Superintendent, [kstaley@chicousd.org](mailto:kstaley@chicousd.org), (530) 891-3000

LCAP Year: 2015-2016

### **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.*

# Table of Contents

|  |           |
|--|-----------|
| <b>Section 1: Stakeholder Engagement .....</b>   | <b>5</b>  |
| 2014-15 LCAP Involvement and Impact .....  | 6         |
| <b>Section 2: Goals, Actions, Expenditures, and Progress Indicators .....</b>              | <b>14</b> |
| <b>Goal 1: Quality Teachers, Materials, and Facilities .....</b>                           | <b>16</b> |
| LCAP Year 1: 2015-2016 .....   | 16        |
| LCAP Year 2: 2016-2017 .....   | 18        |
| LCAP Year 3: 2017-2018 .....   | 20        |
| <b>Goal 2: Fully Align Curriculum and Assessments with Common Core .....</b>               | <b>22</b> |
| LCAP Year 1: 2015-2016 .....   | 22        |
| LCAP Year 2: 2016-2017 .....   | 24        |
| LCAP Year 3: 2017-2018 .....   | 25        |
| <b>Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses.....</b> | <b>26</b> |
| LCAP Year 1: 2015-2016 .....   | 26        |
| LCAP Year 2: 2016-2017 .....   | 28        |
| LCAP Year 3: 2017-2018 .....   | 30        |
| <b>Goal 4: Provide opportunities for meaningful parent involvement and input .....</b>     | <b>32</b> |
| LCAP Year 1: 2015-2016 .....   | 32        |
| LCAP Year 2: 2016-2017 .....   | 33        |
| LCAP Year 3: 2017-2018 .....   | 34        |
| <b>Goal 5: Improve School Climate.....</b>   | <b>35</b> |
| LCAP Year 1: 2015-2016 .....   | 35        |
| LCAP Year 2: 2016-2017 .....   | 37        |
| LCAP Year 3: 2017-2018 .....   | 39        |
| <b>Section 2: Annual Update .....</b>  | <b>41</b> |
| <b>Goal 1: Quality Teachers, Materials, and Facilities .....</b>                           | <b>42</b> |
| <b>Goal 2: Fully Align Curriculum and Assessments with Common Core .....</b>               | <b>45</b> |

|  |    |
|--|----|
| Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses.....    | 49 |
| Goal 4: Provide opportunities for meaningful parent involvement and input .....        | 54 |
| Goal 5: Improve School Climate.....  | 57 |
| Section 3: Use of Supplemental and Concentration Grant funds and Proportionality ..... | 60 |
| Total amount of Supplemental and Concentration grant funds calculated: .....           | 60 |
| LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX .....                 | 62 |

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## 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?

## 2014-15 LCAP Involvement and Impact

| Involvement Process   | Impact on LCAP   |
|---|--|
| <p><b>CUSD involved many stakeholders in the development of the 2015-16 LCAP. These stakeholders were a part of one or more of the following groups:</b></p> <ul style="list-style-type: none"> <li> <b>Parent Advisory Committee (PAC)</b><br/>           In addition to first-time parent participants, parents from 2013-14 were invited to participate on the LCAP Parent Advisory Committee for 2014-15. The committee included individuals familiar with the needs of English learners, foster youth, and low-income students.         </li> <li> <b>Chico Unified Teachers Association (CUTA) members and Bargaining Team</b><br/>           CUSD held a meeting solely for CUSD certificated staff on Thursday, February 19, 2015. CUTA members were invited and encouraged to attend the LCAP Advisory Committee meetings as well. A meeting with the CUTA Bargaining Team was held to elicit feedback and input for the 2015-16 LCAP.         </li> <li> <b>California School Employees Association (CSEA) members and Bargaining Team</b><br/>           CUSD held meetings solely for CSEA staff Thursday, February 20, 2015. CSEA members were invited and encouraged to attend the LCAP Advisory Committee meetings as well. A meeting with the CSEA Bargaining Team was held to elicit feedback and input for the 2015-16 LCAP.         </li> <li> <b>CUSD Leadership</b><br/>           CUSD Leadership consists of all elementary, junior high, and high school administrators and district office administrators.         </li> <li> <b>CUSD Board of Trustees</b><br/>           CUSD presented LCAP updates at the November and May Board meetings. The April 1, 2015 meeting was also designated as a Board Workshop with 4 of the 5 board members present.         </li> <li> <b>Superintendent Student Input Meetings</b><br/>           Superintendent Kelly Staley met with student groups at seven different sites from October through February. Over 100 students were represented from one elementary, three junior high schools, two comprehensive high schools, and one alternative high school.         </li> <li> <b>Core LCAP Team</b><br/>           The core LCAP team met several times over the course of the 2014-15 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.         </li> </ul> | <p><b>The PAC make-up ensured that the final plan represented a cross-section of needs and backgrounds. Over the span of the 2014-16 meetings, on average the following stakeholders were represented:</b></p> <ul style="list-style-type: none"> <li>38 parents: 8 of these parents spoke Spanish or Hmong; translators were provided so they could participate fully.</li> <li>2 students</li> <li>5 teachers</li> <li>5 classified staff</li> <li>20 administrators</li> <li>4 community members</li> <li>All of the district's 21 schools were represented.</li> </ul> <p>• <b>Communication</b> 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 2015-16 LCAP.</p> |

**The LCAP Advisory Committee (PAC, CUTA, CSEA, Leadership) met five times in six months to refine goals, actions, and services from identified needs.**

Whisper mikes and translators helped parents who did not speak English to be full participants. Child care and snacks were provided at each meeting to further eliminate potential barriers to the participation of all parents. The meetings were organized as follows:

- **December 4, 2014**

The LCAP Advisory Committee was brought together to review the current District LCAP plan and progress to date. Site administrators shared their school-level LCAP plans and how their actions and services help meet the goals of the district plan. Advisory Committee members were able to give both verbal and written feedback about the process and content of the meeting.

- **January 14, 2015**

CUTA and CSEA members were invited to review the current District LCAP plan and progress to date. Site administrators shared their school-level LCAP plans and how their actions and services help meet the goals of the district plan. CUTA and CSEA members were able to give both verbal and written feedback about the process and content of the meeting.

- **February 11, 2015**

The LCAP Committee reviewed and analyzed district-wide data from previous years in the form of a *Data Dashboard*. Groups discussed and processed the *Data Dashboard* which included several district-level, secondary, and elementary metrics aligned with the 8 priority areas. Data represented included:

- **Basic Services:** Facility conditions (William's Act), Teacher Assignment, and Materials
- **Common Core State Standards (CCSS):** Staff development opportunities in CCSS
- **Student Achievement & Course Access:** AP Course Enrollment & AP Exam scores, EAP College Ready, UC/CSU Course Completion, CTE Courses Sequence Enrollment, 10<sup>th</sup> Grade CAHSEE Pass Rate, and 3<sup>rd</sup>-6<sup>th</sup> grade STAR Reading Proficiency
- **Student Engagement:** Daily Attendance Rate, Chronic Absenteeism, High School Dropout and Graduation Rates
- **Parent Involvement:** Opportunities for parent involvement include Sports, Music, and Ag Boosters, PTA/PTO, Site ELAC groups, ELAC, and WASC
- **School Climate Data:** Suspension Rate and Expulsion Rate
- **Other Student Outcomes:** English Proficiency Progress and EL Reclassification Rate

Site administrators led and explained the data to table groups. Feedback was written on chart paper and shared with the entire LCAP Committee.

**Feedback from the LCAP Advisory Committee and Superintendent Student input meetings impacted the 2015-16 LCAP in the following ways:**

- **Goals for 2015-2016**

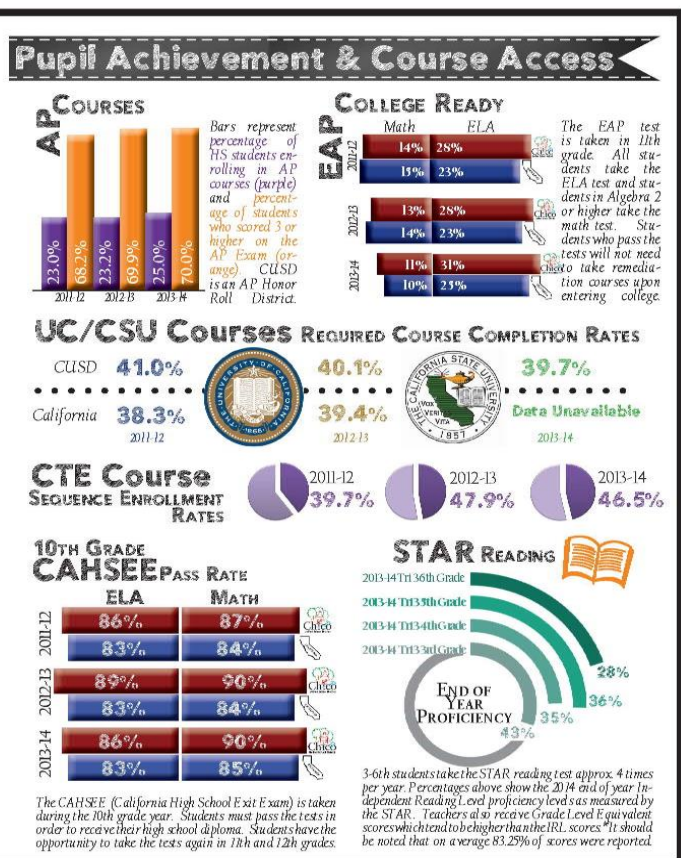
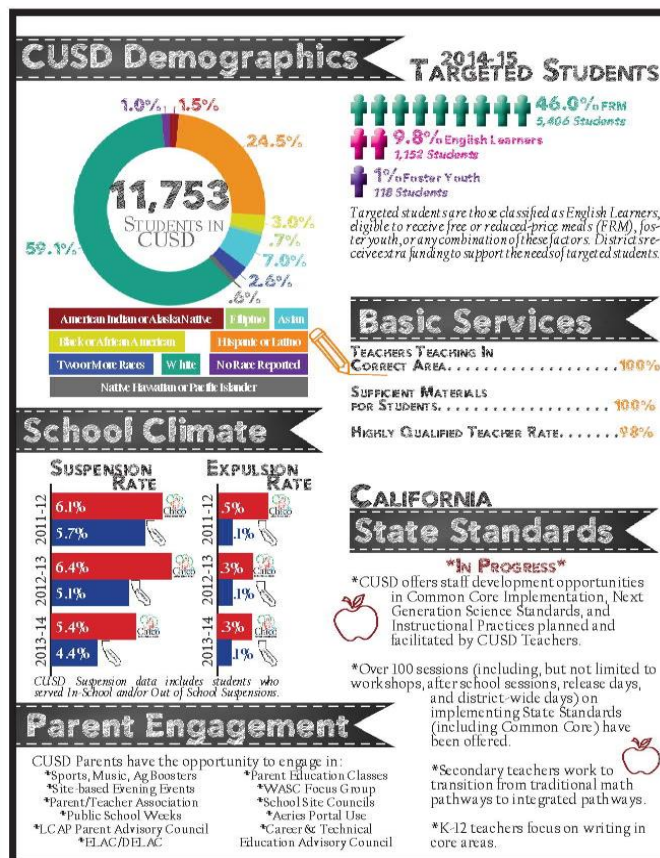
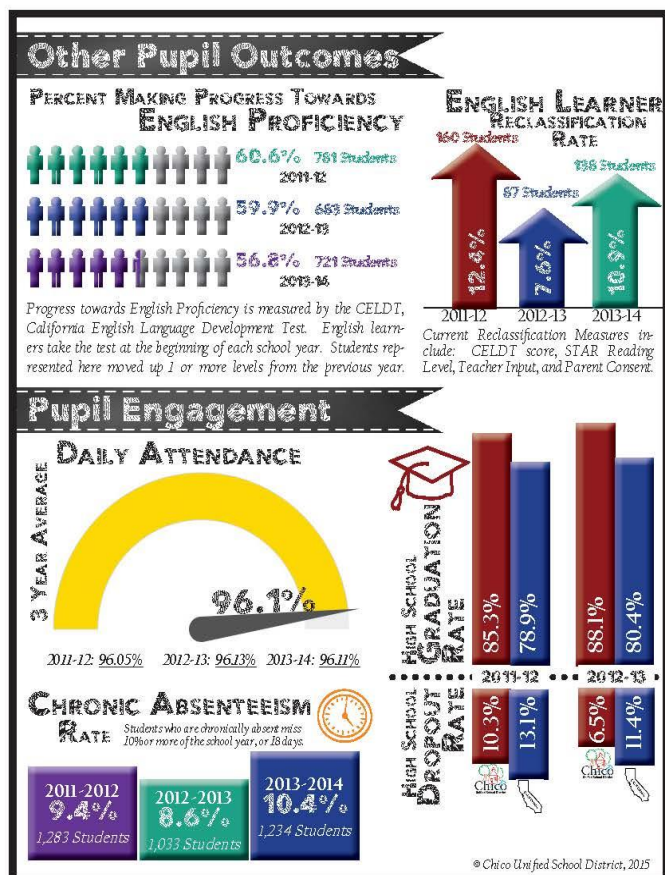
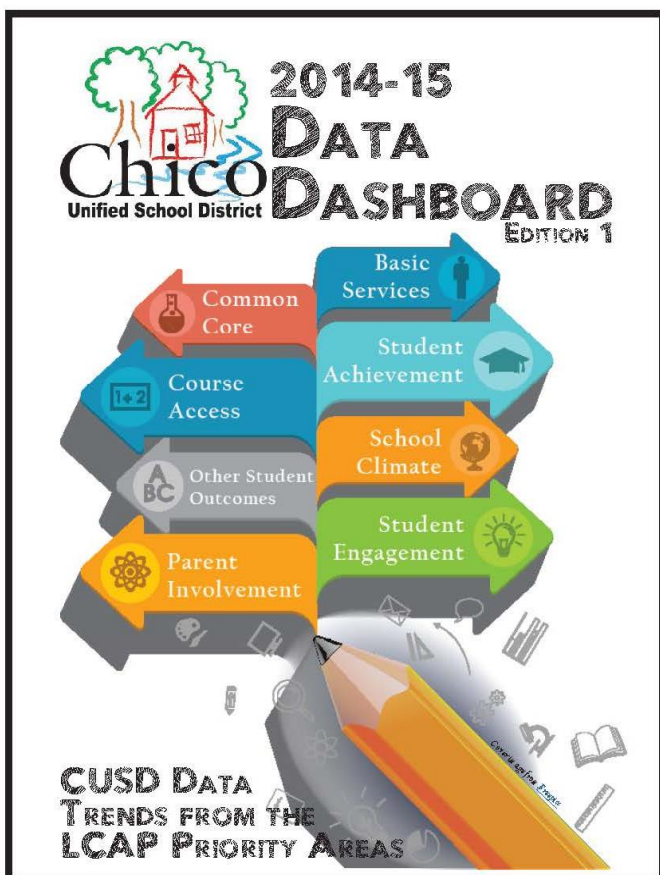
The goals were vetted at the March 11 LCAP Advisory committee meeting using "Plickers". The results showed a majority of the members present wanted to keep the 2014-15 goals for 2015-16. Members voted for goals using the following descriptors:

- 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 Plickers results on page 12.***



## Data Dashboard from Feb. 11 Meeting





- **February 19, 2015**

The LCAP Planning Committee met with the CUTA Bargaining Team to review and analyze district-wide data from previous years in the form of a *Data Dashboard*. The *Data Dashboard* included several district-level, secondary, and elementary metrics aligned with the 8 priority areas (as listed above). Their input was requested to assist with the formation of the 2015-16 plan.

- **February 20, 2015**

The LCAP Planning Committee met with the CSEA Bargaining Team to review and analyze district-wide data from previous years in the form of a *Data Dashboard*. The *Data Dashboard* included several district-level, secondary, and elementary metrics aligned with the 8 priority areas (as listed above). Their input was requested to assist with the development of the 2015-16 plan.

- **March 11, 2015**

The feedback from the February 11 Advisory Committee, February 19 CUTA, and February 20 CSEA meetings all indicated the stakeholders wanted more data disaggregated by targeted population subgroups. Elementary Trimester 2 data was used to produce a revised elementary dashboard. Updated subgroup, specific secondary as well as District-wide data were assembled to provide more student achievement information by subgroups. Data reported by subgroups included:

- K-2<sup>nd</sup> Basic Phonics Skills Data for all K-2 students and K-2 EL students
- 3<sup>rd</sup>-6<sup>th</sup> grade STAR Reading Data for all 3-6 students and 3-6 EL students
- The following data points were reported for all CUSD students, FRM, and EI subgroups:
  - Suspension and Expulsion Rates
  - Graduation and Dropout Rates
  - UC/CSU Required Course Completion
  - CTE Course Sequence Enrollment
  - EAP College Ready Rates
  - Average Daily Attendance and Chronic Absenteeism
  - 10<sup>th</sup> Grade CAHSEE Pass Rate
  - AP Course Enrollment
- Site administrators led a discussion and explained the data to table groups. Feedback was written on chart paper and shared with the entire committee. The meeting was concluded by voting for 2015-16 LCAP goals via plickers (Results on page 12).

- **Actions and Services for 2015-16**

Using the *Data Dashboards* and feedback from LCAP Committee several areas of need were identified to address through the LCAP:

- Increase access to technology
- Increase student proficiency in English language arts (ELA) and math
- Increase proficiency rate for English learners
- Increase redesignation rate for English learners
- Increase the number of students graduating from our schools ready for college and careers
- Increase the number of parents able to access information on their child's achievement from Parent Portal, and participating in school activities (Back to School Night, Open House, PTA, School Site Council, etc.)
- Decrease dropout rate, chronic absenteeism rate, suspension rate, and expulsion rate
- Increase graduation rate
- Address the variance of suspension and expulsion rates for EL and FRM students.
- Address the discrepancy between EL students enrolled in CTE course versus AP courses at the secondary level.
- Increase the number of students reading at or above grade level on CUSD and STAR Reading Assessments in grades K-6.

- **Other**

- **February 19 CUTA Bargaining Team**

CUTA contributed the following input for the 2015-16 LCAP:

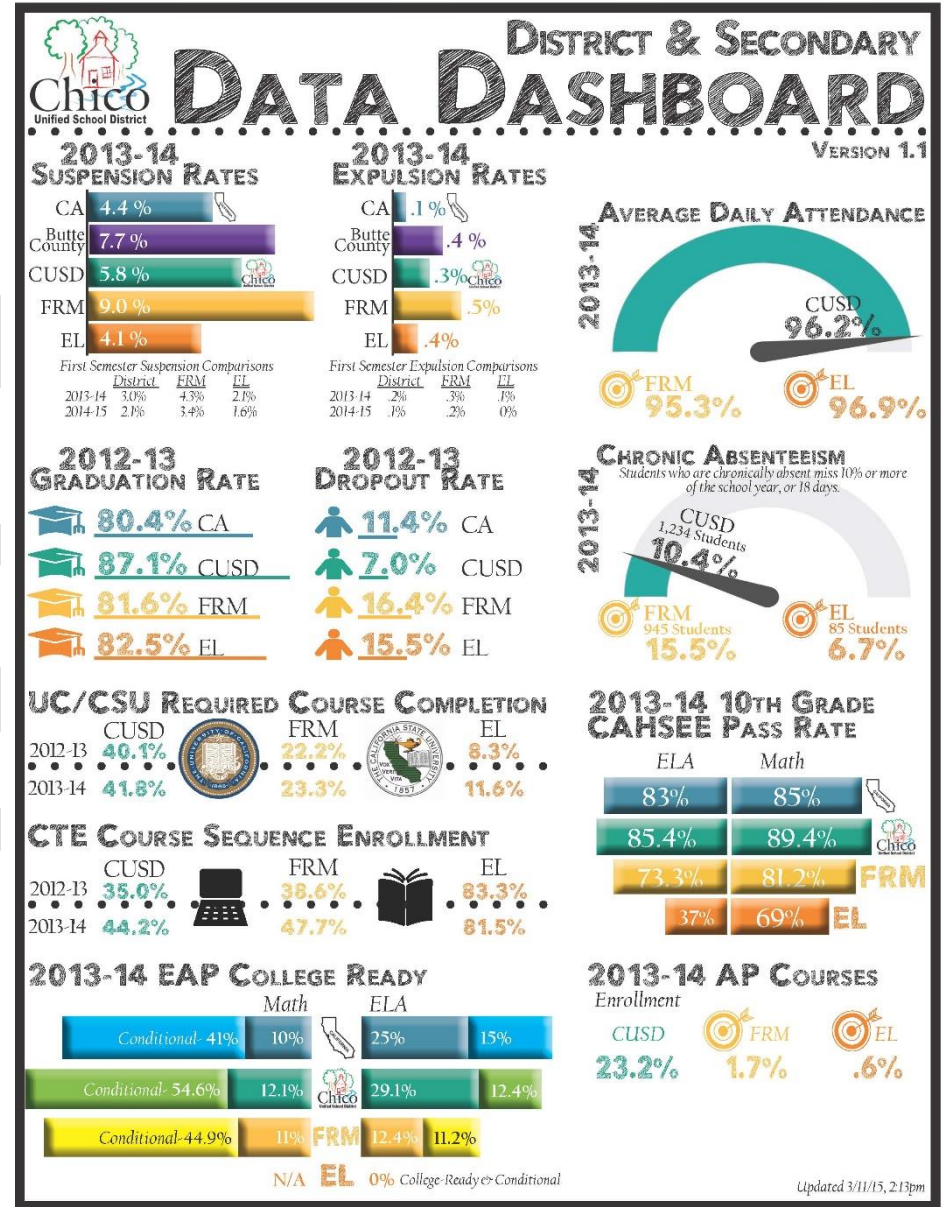
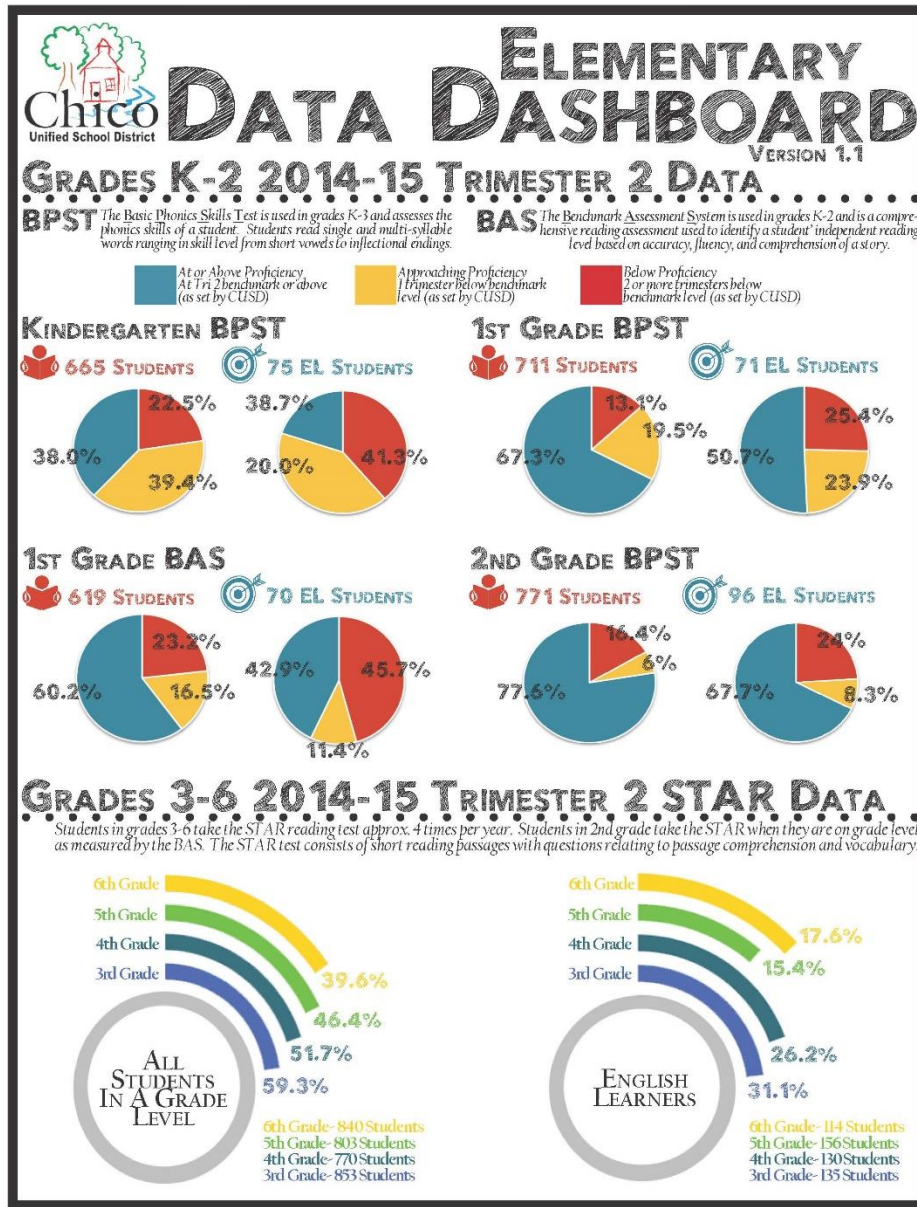
- Less assessment at the elementary level

- **February 20 CSEA Employee Group**

CSEA contributed the following input for the 2015-16 LCAP:

- More training and staff development for classified employees
- Data disaggregated by target groups
- Intervention and enrichment periods at the secondary level

## Data Dashboard from March 11 Meeting



- **April 1, 2015**

This LCAP Committee meeting was conducted as a Board workshop. Feedback from the March 11 was shared with the group. LCAP team members reviewed the process thus far in the year and shared the vetted goal results from the March meeting. Kevin Bultema, Director of Fiscal Resources, presented the projected budget for the 2015-16 school year as well current services provided in CUSD that will be included in the LCAP. The main portion of the meeting included facilitated discussions in table groups addressing the following:

- 2014-15 Current Actions and Services were reviewed at table groups
- Administrators facilitated discussion and recorded feedback about current and possible actions and services
- Feedback collected will be used when forming/revising actions and services for the 2015-16 plan
- All present members were able to provide feedback both verbally during the meeting and in writing at the end.

- **May 19, 2015**

A *DRAFT* version of the District LCAP plan was presented at the Tuesday, May 19 LCAP Advisory Committee meeting. Input from this meeting was used to produce a final draft which will be presented to the Board of Trustees and the public for additional input and comment on Wednesday, June 17.

- **June 17, 2015**

A public hearing for the LCAP will be held at this regularly scheduled CUSD board meeting. The final draft will be posted on the CUSD webpage. Questions or inquiries from the public will receive a written response from Superintendent Kelly Staley and posted on the website

- **June 24, 2015**

The LCAP and 2015-16 budget is on the Board Agenda for adoption.

- **Superintendent Student Input Meetings**

Students provided both positive comments and areas of improvement for their school, teaching staff, and education in CUSD.

- **Elementary**

| Positives  | Areas of Improvement  |
|--|---|
| Teachers challenge students, explain well, give quick feedback | Newer technology  |
| Reading- reading levels have improved, Literature Circles      | More parent support, more involved  |
| Recess and play structure                                      | More non-fiction books  |
| We feel safe and show spirit                                   | More playground supervision for playground behavior; clean after the weekends |

- **Junior Highs**

| Positives  | Areas of Improvement   |
|--|--|
| Teachers make time and listen to students, go out of their way to help | Facilities- bathrooms, locker rooms need to be cleaner; insects, leaks in ceilings |
| After school program/help is available                                 | Different teaching styles, methods   |
| Technology helps with learning; need more and updated                  | More advanced classes and electives  |
| Hands-on learning  | Fix outside playfields, paths  |

- **Comprehensive High Schools**

| Positives                                  | Areas of Improvement                                |
|--|---|
| Diversity- everyone feels welcome          | More technology                                     |
| Supportive staff; kind, caring, passionate | More challenging classes; preparation for careers   |
| Athletic programs                          | Campus beautification- add paintings, control pests |
| New technology                             | Fix bathrooms                                       |

- **Alternative High School**

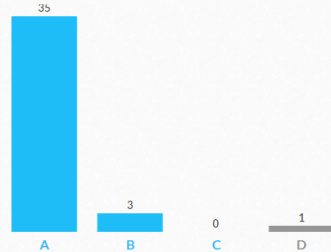
| Positives   | Areas of Improvement              |
|---|-----------------------------------|
| Personal student/teacher interactions; teachers play a huge role in success of students | Athletic programs, teams          |
| Honest and open teachers  | After school clubs                |
| Smaller size  | Interview/job-preparation classes |
| Breaks every 2 periods  | More and varied classes           |

## 2015-16 Goal Vetting Results from March 11 meeting

### Goal 1

Goal 1: All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.

Correct: 0%  
Total: 39/63

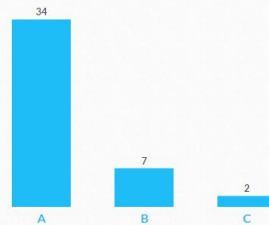


- A. I support the goal as written.
- B. I can live with the goal as written.
- C. I cannot support the goal as written-it needs revision.

### Goal 2

Goal 2.0: 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).

Correct: 0%  
Total: 43/63

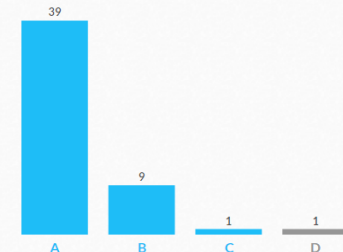


- A. I support the goal as written.
- B. I can live with the goal as written.
- C. I cannot support the goal as written-it needs revision.

### Goal 3

Goal 3.0: Provide all CUSD students the support and guidance to succeed in a broad range of challenging courses preparing them to successfully enter higher education and a viable career

Correct: 0%  
Total: 50/63

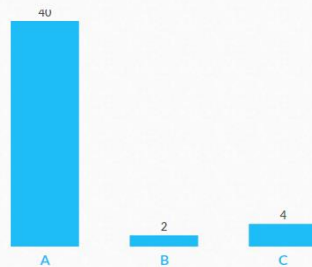


- A. I support the goal as written.
- B. I can live with the goal as written.
- C. I cannot support the goal as written-it needs revision.

### Goal 4

Goal 4.0: CUSD will increase parental involvement so parents may help their student to be successful academically, socially, and emotionally.

Correct: 0%  
Total: 46/63

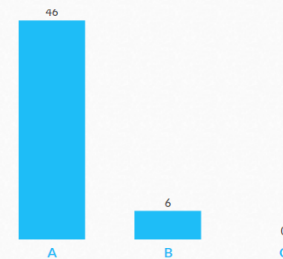


- A. I support the goal as written.
- B. I can live with the goal as written.
- C. I cannot support the goal as written-it needs revision.

### Goal 5

Goal 5.0: CUSD will implement strategies to improve school climate so that all students, inclusive of all subgroups, will feel safe, supported, engaged and meaningfully challenged.

Correct: 0%  
Total: 52/63



- 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.



| Annual Update   | Annual Update  |
|---|--|
| <ul style="list-style-type: none"> <li>During the 2014-15 LCAP Advisory Committee meetings, progress towards 2014-15 goals, actions and services were constantly reviewed.</li> <li>Stakeholders present at this year's meetings (in addition to the core LCAP team) included, but were not limited to:             <ul style="list-style-type: none"> <li>Dec. 4- LCAP Advisory Committee members (27 parents, 2 students, 5 teachers, 5 classified staff, 20 administrators)</li> <li>Jan. 14- CUTA and CSEA unit members</li> <li>Feb. 11- LCAP Advisory Committee members</li> <li>Feb. 19- CUTA Bargaining Team (limited to bargaining team only)</li> <li>Feb. 20- CSEA Bargaining Team (limited to bargaining team only)</li> <li>March 11- LCAP Advisory Committee members</li> <li>April 1- LCAP Advisory Committee members</li> <li>May 19- LCAP Advisory Committee</li> </ul> </li> <li>As mentioned above in the meeting synopses, all stakeholders had the opportunity to:             <ul style="list-style-type: none"> <li>review 2014-15 LCAP goals, actions and services (Dec. 4, Jan. 14, &amp; April 1)</li> <li>be made aware of progress towards 2014-15 goals (Dec. 4, Jan. 14, &amp; April 1)</li> <li>be involved in deep discussions about data from district-wide level metrics, secondary metrics for college and career-ready pathways, and elementary literacy metrics. (Feb. 11, Feb. 19, Feb. 20, &amp; March 11)</li> <li>evaluate 2014-15 goals and vet goals for 2015-16 (Feb. 11, Feb. 19, Feb. 20, &amp; March 11)</li> <li>analyze 2014-15 actions and services and give feedback and input for 2015-16 actions and services. (April 1 &amp; May 19)</li> </ul> </li> <li>As a result of input from the LCAP Advisory Committee, bargaining groups, Leadership team, and Board members, site administrators created site-specific LCAP goals for implementation at their respective schools.</li> </ul> | <ul style="list-style-type: none"> <li>Based on feedback from all stakeholders, the following changes are proposed for the 2015-16 LCAP:             <ul style="list-style-type: none"> <li><b>Goal 1:</b> Actions and services were evaluated and minor adjustments will be made for the new three year plan; See page 44 for detailed changes.</li> <li><b>Goal 2:</b> Actions and services were evaluated and minor adjustments will be made for the new three year plan; See page 48 for detailed changes.</li> <li><b>Goal 3:</b> Actions and services were evaluated and minor adjustments will be made for the new three year plan; See page 48 for detailed changes.</li> <li><b>Goal 4:</b> Actions and services were evaluated and minor adjustments will be made for the new three year plan; See page 53 for detailed changes.</li> <li><b>Goal 5:</b> Actions and services were evaluated and minor adjustments will be made for the new three year plan; See page 56 for detailed changes.</li> </ul> </li> <li>In addition to the changes reported above for the goals, the LCAP Core Team will apply the following to ensure improved implementation of the 2015-16 actions and services:             <ul style="list-style-type: none"> <li>Assign an Education Services Director to monitor the completion of each action/service.</li> <li>Include a Fiscal Services Director on the LCAP Core Team to assist with the fiscal requirements of the LCCF and LCAP.</li> </ul> </li> </ul> |

## 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).

**Actions/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 schools/sites 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 school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for 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 school sites?
- 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 school sites, 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?

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| GOAL:   | <b>Goal 1: Quality Teachers, Materials, and Facilities</b> <ul style="list-style-type: none"> <li><b>1.1:</b> All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.</li> <li><b>1.2:</b> By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.</li> </ul>  |   | Related State and/or Local Priorities:<br>1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/><br>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/><br>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 2 students to 1 device District average), student access to technology resources is an area in need of improvement.   |   |  |  |
| Goal Applies to:  | Schools:  | All   | Applicable Pupil Subgroups: All  |  |
| <b>LCAP Year 1: 2015-2016</b>   |   |   |  |  |
| Expected Annual Measurable Outcomes:  | <ul style="list-style-type: none"> <li>Maintain compliance with Williams Act requirements:             <ul style="list-style-type: none"> <li>100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher report and Williams Report)</li> <li>100% of CUSD classrooms will have sufficient instructional materials as verified by a CUSD Board of Education resolution and the Williams Report.</li> <li>CUSD will continue to have 100% of its schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT) Williams report.</li> </ul> </li> <li>At least 50% of CUSD students will have access to computer technology at any given time.</li> <li>Provide instructional aides-technology and teacher professional development in technology (establish baseline).</li> </ul> |   |  |  |
| <b>Actions/Services</b>   | <b>Scope of Service</b>   | <b>Pupils to be served within identified scope of service</b>   | <b>Budgeted Expenditures</b>   |  |
| Review credentials and assignments.   | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | No additional costs incurred.  |  |
| Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"> <li>Textbooks and supplemental materials</li> <li>Educational software: Illuminate and Renaissance</li> </ul> | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | <b>Textbooks and Supplemental Materials:</b><br>\$350,000<br>Restricted Lottery<br>\$350,000<br>LCFF<br><b>Educational Software:</b><br>\$84,301 LCFF  |  |
| Regularly inspect and maintain facilities.  | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  | <b>Facilities Maintenance:</b><br>\$3,490,000 LCFF and   |  |

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|  |               | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____  | Restricted Routine Maintenance Account  |
| Purchase devices for students and teachers per district technology needs (e.g. Chromebooks).   | District-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____            | <b>Technology:</b> \$100,000 LCFF   |
| To ensure access to on-line resources, employ: <ul style="list-style-type: none"> <li>• Librarians, and Library Media assistants</li> <li>• Instructional Technology Aides.</li> </ul>         | District-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____            | <b>Librarians and Library Media Assistants:</b><br>\$794,091 LCFF<br><b>Instructional Technology Aides:</b><br>\$184,764 LCFF |
| Continue providing information to families on resources supporting technology: <ul style="list-style-type: none"> <li>• Computers for Classrooms</li> <li>• Comcast Internet Access</li> </ul> | District-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | No additional costs incurred.   |

## LCAP Year 2: 2016-2017

| Expected Annual Measurable Outcomes:   | <ul style="list-style-type: none"><li>• Maintain compliance with Williams Act requirements:<ul style="list-style-type: none"><li>○ 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher report and Williams Report)</li><li>○ 100% of CUSD classrooms will have sufficient instructional materials as verified by a CUSD Board of Education resolution and the Williams Report.</li><li>○ CUSD will continue to have 100% of its schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT) Williams report.</li></ul></li><li>• At least 75% of CUSD students will have access to computer technology at any given time.</li><li>• Provide tech instructional aides and teacher professional development in technology (measurable increase will depend on baseline).</li></ul> |  |  |
|--|--|--|--|
| Actions/Services   | Scope of Service   | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
| Review credentials and assignments.  | District-wide  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | No additional costs incurred.  |
| Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"><li>• Textbooks and supplemental materials</li><li>• Educational software: Illuminate and Renaissance</li></ul> | District-wide  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>Textbooks and Supplemental Materials:</b><br>\$350,000<br>Restricted Lottery<br>\$350,000<br>LCFF,<br><b>Educational Software:</b><br>\$84,301 LCFF |
| Regularly inspect and maintain facilities.   | District-wide  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>Facilities Maintenance:</b><br>\$3,490,000 LCFF and<br>Restricted Routine<br>Maintenance Account  |
| Purchase devices for students and teachers per district technology needs (e.g. Chromebooks).   | District-wide  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>Technology:</b> \$100,000<br>LCFF   |

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| To ensure access to on-line resources, employ: <ul style="list-style-type: none"> <li>• Librarians, and Library Media assistants</li> <li>• Instructional Technology Aides.</li> </ul>         | District-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____            | <b>Librarians and Library Media Assistants:</b><br>\$794,091 LCFF,<br><b>Instructional Technology Aides:</b><br>\$184,764. |
| Continue providing information to families on resources supporting technology: <ul style="list-style-type: none"> <li>• Computers for Classrooms</li> <li>• Comcast Internet Access</li> </ul> | District-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | No additional costs incurred.  |

### LCAP Year 3: 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 100% of CUSD students will have access to computer technology at any given time.
- Provide tech instructional aides and teacher professional development in technology (measurable increase determined from 2016-17 outcome).

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|---|------------------|---|---|
| Review credentials and assignments.   | District-wide    | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other<br>Subgroups:(Specify)_____ | No additional costs incurred.   |
| Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"> <li>• Textbooks and supplemental materials</li> <li>• Educational software: Illuminate and Renaissance</li> </ul> | District-wide    | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other<br>Subgroups:(Specify)_____ | <b>Textbooks and Supplemental Materials:</b><br>\$350,000<br>Restricted Lottery<br>\$350,000 LCFF,<br><b>Educational Software:</b><br>\$84,301 LCFF |
| Regularly inspect and maintain facilities.  | District-wide    | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other<br>Subgroups:(Specify)_____ | <b>Facilities Maintenance:</b><br>\$3,490,000 LCFF,<br>Restricted Routine Maintenance Account   |
| Purchase devices for students and teachers per district technology needs (e.g. Chromebooks).  | District-wide    | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other<br>Subgroups:(Specify)_____ | <b>Technology:</b> \$100,000<br>LCFF  |
| To ensure access to on-line resources, employ: <ul style="list-style-type: none"> <li>• Librarians, and Library Media assistants</li> <li>• Instructional Technology Aides.</li> </ul>  | District-wide    | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  | <b>Librarians and Library Media Assistants:</b><br>\$794,091 LCFF,  |



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|  |               | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other<br>Subgroups:(Specify)_____  | <b>Instructional Technology Aides: \$184,764 LCFF</b> |
| Continue providing information to families on resources supporting technology: <ul style="list-style-type: none"> <li>Computers for Classrooms</li> <li>Comcast Internet Access</li> </ul> | District-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other<br>Subgroups:(Specify)_____ | No additional costs incurred.                         |

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| GOAL:  | <b>Goal 2: Fully Align Curriculum and Assessments with California State Content Standards</b> <ul style="list-style-type: none"> <li><b>2.1:</b> 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.</li> <li><b>2.2:</b> Students will receive high-quality instruction increasingly aligned with the California State Standards and CAASPP.</li> </ul>  |  | Related State and/or Local Priorities:<br>1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/><br>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/><br><br>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 assessments that align with new state standardized assessments (SBAC).   |  |  |  |
| Goal Applies to:   | Schools:  | All  |  |  |
|  | Applicable Pupil Subgroups:   | All  |  |  |
| <b>LCAP Year 1: 2015-2016</b>  |   |  |  |  |
| Expected Annual Measurable Outcomes:   | <ul style="list-style-type: none"> <li>CUSD teachers and schools will move from stage 1 to stage 2 of CCSS implementation: align standards and instruction.</li> <li>Students will continue to receive CSCS aligned instruction, and will show a 3% increase over baseline on CAASPP.</li> <li>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.</li> <li>CUSD will increase the number of students receiving Foundational EL instruction to receiving Academic EL instruction from 60.7% to 65%.</li> </ul> |  |  |  |
| <b>Actions/Services</b>  | <b>Scope of Service</b>   | <b>Pupils to be served within identified scope of service</b>  | <b>Budgeted Expenditures</b>   |  |
| Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.   | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>CSCS Implementation:</b><br>\$150,000<br>Title II   |  |
| Provide professional development in: <ul style="list-style-type: none"> <li>California State Content Standards</li> <li>Before school and school-year Professional Development in English Language Development</li> <li>Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education).</li> </ul> | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>CSCS and Technology Professional Development:</b><br>\$200,000, Title II<br><b>ELD Professional Development:</b> \$85,000<br>Title III  |  |
| Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).   | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | \$50,000 LCFF-<br>included in certificated contract days   |  |

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| Release time for peer rounds observations and debrief. | District-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | \$50,000<br>Site Title II |
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## LCAP Year 2: 2016-2017

| Expected Annual Measurable Outcomes:  | <ul style="list-style-type: none"> <li>CUSD will move from stage 2 to stage 3: Implementing CSCS in classrooms</li> <li>Students will continue to receive CSCS aligned instruction, and will show a 3% increase over baseline on CAASPP.</li> <li>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.</li> <li>CUSD will increase the number of students receiving Foundational EL instruction to receiving Academic EL instruction from 65% to 68%.</li> </ul> |  |   |
|---|--|--|---|
| 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 (CSC) implementation.   | District-wide  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>CSCS Implementation:</b><br>\$150,000<br>Title II  |
| Provide professional development in: <ul style="list-style-type: none"> <li>California State Content Standards</li> <li>Before school and school-year Professional Development in English Language Development</li> <li>Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education)</li> </ul> | District-wide  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>CSCS and Technology Professional Development:</b><br>\$200,000, Title II<br><b>ELD Professional Development:</b> \$85,000<br>Title III |
| Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).  | District-wide  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | \$50,000 LCFF-<br>included in certificated contract days  |
| Release time for peer rounds observations and debrief.  | District-wide  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | \$50,000<br>Site Title II   |

### LCAP Year 3: 2017-2018

| Expected Annual Measurable Outcomes:   | <ul style="list-style-type: none"> <li>CUSD will improve instructional practices in stage 3: Implementing CSCI in classrooms.</li> <li>Students will continue to receive CCSS aligned instruction, and will show a 3% increase over baseline on CAASPP.</li> <li>85% of CUSD teachers will attend one or more CSCI trainings in Math, English Language Arts, English Language Development and/or the Next Generation Science Standards.</li> <li>CUSD will increase the number of students receiving Foundational EL instruction to receiving Academic EL instruction from 68% to 70%.</li> </ul> |   |   |
|--|---|---|---|
| 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 (CSCI) implementation.   | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | <b>CSCI Implementation:</b><br>\$150,000<br>Title II  |
| Provide professional development in: <ul style="list-style-type: none"> <li>California State Content Standards- ELA, Math, and ELD</li> <li>Before school and school-year Professional Development in English Language Development</li> <li>Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education).</li> </ul> | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | <b>CSCI and Technology Professional Development:</b><br>\$200,000, Title II<br><b>ELD Professional Development:</b> \$85,000<br>Title III |
| Develop and refine a TK-12 sequence of common assessments aligned to CSCI (staff and district meeting time).   | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | \$50,000 LCFF- included in certificated contract days   |
| Release time for peer rounds observations and debrief.   | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | \$50,000<br>Site Title II   |

|  |  |  |                              |
|--|--|--|------------------------------|
| GOAL:  | <b>Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses</b> <ul style="list-style-type: none"> <li>• <b>3.1:</b> Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers.</li> <li>• <b>3.2:</b> Increase student achievement at all grades and in all subject areas on state, district, and site assessments.</li> <li>• <b>3.3:</b> Increase the number of students entering high school at grade level in ELA and mathematics.</li> <li>• <b>3.4:</b> Increase student achievement for English learners.</li> <li>• <b>3.5:</b> Increase the percentage of students graduating from high school fully prepared for college and careers.</li> </ul>  | Related State and/or Local Priorities:<br>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/><br>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/><br><br>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  |                              |
| <b>LCAP Year 1: 2015-2016</b>  |  |  |                              |
| Expected Annual Measurable Outcomes:   | <ul style="list-style-type: none"> <li>• Increase the percentage of students scoring at or above their grade level on the STAR Reading Test in grades 3-8.</li> <li>• 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 6<sup>th</sup> grade assessments).</li> <li>• 62% of English learners will increase one level of English proficiency as measured by the CELDT.</li> <li>• The reclassification rate of English Learner students will increase by .5% compared to the rate of 11.3% for the 2014-15 school year.</li> <li>• 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.</li> <li>• Increase by 1% students who complete a CTE pathways sequence.</li> <li>• 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).</li> <li>• 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 year.</li> </ul> |  |                              |
| <b>Actions/Services</b>  | <b>Scope of Service</b>  | <b>Pupils to be served within identified scope of service</b>  | <b>Budgeted Expenditures</b> |
| Secondary counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups. | District-wide  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____   | \$1,503,996 LCFF             |



|   |               |  |   |
|---|---------------|--|---|
| 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.  | District-wide | <input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____            | <b>RTI:</b> \$385,393 LCFF and \$1,508,442 LCCF site funds,<br><b>Reading Pals:</b> \$94,973 LCFF   |
| Provide the following services to improve instruction:: <ul style="list-style-type: none"> <li>Targeted Case Managers (TCMs)</li> <li>Secondary Instructional Specialists (1.8 FTE)</li> <li>Elementary Instructional Specialists (2.6 FTE)</li> <li>Guidance Aides</li> <li>Bilingual Aides</li> <li>Transitional Kg. Instructional Aides</li> </ul> | District-wide | <input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>TCMs:</b> \$156,401 LCCF Supplementary Funds<br><b>Secondary Instructional Specialists:</b> , \$181,931 LCFF<br><b>Elementary Instructional Specialists:</b> \$262,790 LCFF<br><b>Guidance Aides:</b> \$100,000 Fund<br><b>Bilingual Aides:</b> \$45,837 LCFF Supplemental Funds<br><b>TK Aides:</b> \$48,809 LCFF |
| Research options for providing an all-day or extended day Kindergarten at all elementary sites.   | District-wide | <input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | \$7,500 LCFF  |
| Provide after school homework support at Elementary and Secondary as per site's needs.  | District-wide | <input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>After School Programs Grant:</b> \$150,000 and LCFF: \$150,000   |

## LCAP Year 2: 2016-2017

### Expected Annual Measurable Outcomes:

- Increase the percentage of students scoring at or above their grade level on the STAR Reading Test in grades 3-8.
- Provide academic interventions and supports for students in K-12 to increase percentage of students entering middle school at grade level in ELA and math by 2% over previous year (as measured by end of year CUSD 6<sup>th</sup> grade assessments).
- 64% 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 .5% over the previous year.
- 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.
- Increase by 1% students who complete a CTE pathways sequence.
- 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).
- 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 year.

| 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 identified subgroups.   | District-wide    | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____            | \$1,503,996 LCFF  |
| 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.   | District-wide    | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____            | <b>RTI:</b> \$385,393 LCFF<br>and \$1,508,442 LCCF site funds,<br><b>Reading Pals:</b><br>\$94,973 LCFF   |
| Provide the following services to improve instruction:: <ul style="list-style-type: none"> <li>• Targeted Case Managers (TCMs)</li> <li>• Secondary Instructional Specialists (1.8 FTE)</li> <li>• Elementary Instructional Specialists (2.6 FTE)</li> <li>• Guidance Aides</li> <li>• Bilingual Aides</li> </ul> Transitional Kg. Instructional Aides | District-wide    | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>TCMs:</b> \$156,401 LCCF<br>Supplementary Funds<br><b>Secondary Instructional Specialists:</b> , \$181,931 LCFF<br><b>Elementary Instructional Specialists:</b> \$262,790 LCFF<br><b>Guidance Aides:</b><br>\$100,000 LCFF<br><b>Bilingual Aides:</b><br>\$45,837 LCFF |

|   |               |   |   |
|---|---------------|---|---|
|   |               |   | <b>TK Aides:</b> \$48,809<br>LCFF   |
| Research options for providing an all-day or extended day Kindergarten at all elementary sites. | District-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | \$7,500 LCFF  |
| Provide after school homework support at Elementary and Secondary as per site's needs.          | District-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>After School Programs</b><br><b>Grant:</b> \$150,000 and<br><b>LCFF:</b> \$150,000 |

### LCAP Year 3: 2017-2018

#### Expected Annual Measurable Outcomes:

- Increase the percentage of students scoring at or above their grade level on the STAR Reading Test in grades 3-8.
- Provide academic interventions and supports for students in K-12 to increase percentage of students entering middle school at grade level in ELA and math by 2% over previous year (as measured by end of year CUSD 6<sup>th</sup> grade assessments).
- Each year, increase the percentage of students in the identified subgroups (EL, FRM and FY) participating in a-g, IB and AP courses.
- 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 .5% over the previous year.
- 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.
- Increase by 1% students who complete a CTE pathways sequence.
- 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).
- 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 year.

| 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 identified subgroups.  | District-wide    | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____            | \$1,503,996 LCFF   |
| 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.  | District-wide    | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____            | <b>RTI:</b> \$385,393 LCFF<br>and \$1,508,442 LCCF<br>site funds,<br><b>Reading Pals:</b> \$94,973 LCFF  |
| Provide the following services to improve instruction:: <ul style="list-style-type: none"> <li>• Targeted Case Managers (TCMs)</li> <li>• Secondary Instructional Specialists (1.8 FTE)</li> <li>• Elementary Instructional Specialists (2.6 FTE)</li> <li>• Guidance Aides</li> <li>• Bilingual Aides</li> <li>• Transitional Kg. Instructional Aides</li> </ul> | District-wide    | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>TCMs:</b> \$156,401 LCFF<br><b>Secondary Instructional Specialists:</b> , \$181,931 LCFF<br><b>Elementary Instructional Specialists:</b> \$262,790 LCFF<br><b>Guidance Aides:</b> \$100,000 LCFF<br><b>Bilingual Aides:</b> \$45,837 LCFF<br><b>TK Aides:</b> \$48,809 LCFF |

|   |               |  |   |
|---|---------------|--|---|
| Research options for providing an all-day or extended day Kindergarten at all elementary sites. | District-wide | <input checked="" type="checkbox"/> ALL<br><hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | \$7,500 LCFF  |
| Provide after school homework support at Elementary and Secondary as per site's needs.          | District-wide | <input checked="" type="checkbox"/> ALL<br><hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>After School Programs</b><br><b>Grant: \$150,000 and</b><br><b>LCFF: \$150,000</b> |

|   |   |  |  |  |
|---|---|--|--|--|
| GOAL:   | <b>Goal 4: Provide opportunities for meaningful parent involvement and input</b> <ul style="list-style-type: none"> <li><b>4.1:</b> For students at all schools, 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.</li> <li><b>4.2:</b> At all levels, increase parent input and involvement in school activities.</li> </ul> |  | Related State and/or Local Priorities:<br>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/><br>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/><br><br>Local: Specify _____ |  |
| Identified Need:  | On the basis of the 2015-16 baseline, the number of parents participating in school and district activities will increase so that parents may help their student to be successful academically, socially, and emotionally at school.  |  |  |  |
| Goal Applies to:  | Schools:  | LEA-wide   |  |  |
|   | Applicable Pupil Subgroups:   | All  |  |  |
| <b>LCAP Year 1: 2015-2016</b>   |   |  |  |  |
| Expected Annual Measurable Outcomes:  | <ul style="list-style-type: none"> <li>The number of parents of students in grades 7-12, accessing student performance information will increase from 50% to 60%.</li> <li>Schools will provide staff training and Targeted Case Manager support to increase parent involvement and obtain a baseline.</li> </ul>   |  |  |  |
| Actions/Services  | Scope of Service  | Pupils to be served within identified scope of service   | Budgeted Expenditures  |  |
| Provide teacher training in using Parent Portal in: <ul style="list-style-type: none"> <li>Illuminate for 4th through 6th grade teachers</li> <li>Aeries for secondary teachers</li> </ul>  | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | \$15,000 LCFF- included in certificated contract time  |  |
| Provide parent training in English and other languages addressing parent access to: <ul style="list-style-type: none"> <li>Parent Portal feature in Aeries and Illuminate</li> <li>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.</li> </ul> |   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | \$10,000 LCFF  |  |
| Provide TCM and/or other staff support for: <ul style="list-style-type: none"> <li>increasing parent participation</li> <li>frequency of meetings for secondary English Learner Advisory Committee</li> <li>District English Learner Advisory Committee (DELAC)</li> </ul>  | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | \$10,000 LCFF  |  |
| Establish baseline for parent involvement in: <ul style="list-style-type: none"> <li>Parent Information/Back to School Nights</li> <li>SSC</li> <li>Site ELAC</li> <li>DELAC</li> </ul>   | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | \$5,000 LCFF   |  |



## LCAP Year 2: 2016-2017

| Expected Annual Measurable Outcomes:  | <ul style="list-style-type: none"> <li>The number of parents, of students in grades 7-12, accessing student performance information will increase from 60% to 70%.</li> <li>Schools will provide staff training and Targeted Case Manager support to increase parent involvement (increase based on 2016-17 outcomes).</li> </ul> |   |  |
|---|---|---|--|
| Actions/Services  | Scope of Service  | Pupils to be served within identified scope of service  | Budgeted Expenditures                                    |
| Provide teacher training in using Parent Portal in: <ul style="list-style-type: none"> <li>Illuminate for 4th through 6th grade teachers</li> <li>Aeries for secondary teachers</li> </ul>  | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | \$15,000 LCFF-<br>included in certificated contract time |
| Provide parent training in English and other languages addressing parent access to: <ul style="list-style-type: none"> <li>Parent Portal feature in Aeries and Illuminate</li> <li>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.</li> </ul> |   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | \$10,000 LCFF  |
| Provide TCM and/or other staff support for: <ul style="list-style-type: none"> <li>increasing parent participation</li> <li>frequency of meetings for secondary English Learner Advisory Committee</li> <li>District English Learner Advisory Committee (DELAC)</li> </ul>  | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | \$10,000 LCFF  |
| Establish baseline for parent involvement in: <ul style="list-style-type: none"> <li>Parent Information/Back to School Nights</li> <li>SSC</li> <li>Site ELAC</li> <li>DELAC</li> </ul>   | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | \$5,000 LCFF   |

### LCAP Year 3: 2017-2018

| Expected Annual Measurable Outcomes:  | <ul style="list-style-type: none"> <li>The number of parents, of students in grades 7-12, accessing student performance information will increase from 70% to 80%.</li> <li>Schools will provide staff training and Targeted Case Manager support to increase parent involvement (increase based on 2017-18 outcomes).</li> </ul> |   |  |
|---|---|---|--|
| Actions/Services  | Scope of Service  | Pupils to be served within identified scope of service  | Budgeted Expenditures                                  |
| Provide teacher training in using Parent Portal in: <ul style="list-style-type: none"> <li>Illuminate for 4th through 6th grade teachers</li> <li>Aeries for secondary teachers</li> </ul>  | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | \$15,000 LCFF - included in certificated contract time |
| Provide parent training in English and other languages addressing parent access to: <ul style="list-style-type: none"> <li>Parent Portal feature in Aeries and Illuminate</li> <li>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.</li> </ul> |   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | \$10,000 LCFF  |
| Provide TCM and/or other staff support for: <ul style="list-style-type: none"> <li>increasing parent participation</li> <li>frequency of meetings for secondary English Learner Advisory Committee</li> <li>District English Learner Advisory Committee (DELAC)</li> </ul>  | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | \$10,000 LCFF  |
| Establish baseline for parent involvement in: <ul style="list-style-type: none"> <li>Parent Information/Back to School Nights</li> <li>SSC</li> <li>Site ELAC</li> <li>DELAC</li> </ul>   | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | \$5,000 LCFF   |

|  |  |  |   |  |
|--|--|--|---|--|
| GOAL:  | <b>Goal 5: Improve School Climate</b> <ul style="list-style-type: none"> <li>5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.</li> </ul>  |  | Related State and/or Local Priorities:<br>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/><br>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/><br>Local: Specify _____ |  |
| Identified Need:   | Based on student, teacher, parent and staff survey data, CUSD will implement strategies to improve school climate 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  |   |  |
| <b>LCAP Year 1: 2015-2016</b>  |  |  |   |  |
| Expected Annual Measurable Outcomes:   | <ul style="list-style-type: none"> <li>Increase student attendance rate to <u>95%</u> rate, from the current rate of <u>93.3%</u>.</li> <li>Reduce chronic absenteeism from <u>9.6%</u> (as of May 1, 2015) to <u>9%</u>.</li> <li>Reduce the 8th grade dropout rate by <u>0.1%</u> from the current rate of <u>0.6%</u>, and the 9th grade by <u>0.1%</u> from the current rate of <u>1.0%</u> (2014-15).</li> <li>Decrease the number of high school students dropping out from <u>7.2%</u> to <u>6.5%</u> 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).</li> <li>Increase high school graduation and/or program completion rate from <u>89.2%</u> (2013-14) to <u>91.3%</u>.</li> <li>CUSD will reduce the student referrals, suspension and expulsion rates by 1% from previous year.</li> <li>CUSD will reduce "Out of School Suspensions" annually by 1%.</li> <li>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 which is administered annually.</li> </ul> |  |   |  |
| <b>Actions/Services</b>  | <b>Scope of Service</b>  | <b>Pupils to be served within identified scope of service</b>  | <b>Budgeted Expenditures</b>  |  |
| Provide professional development for all staff in: <ul style="list-style-type: none"> <li>becoming a trauma-informed district</li> <li>behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach</li> </ul>        | District-wide  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>Professional Development:</b> \$5,000 LCFF   |  |
| Provide parent, education/training classes to improve student attendance.  | District-wide  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>Parenting classes:</b> \$10,000 LCFF   |  |
| Continue support for Alternative Education Programs: <ul style="list-style-type: none"> <li>Opportunity Programs (CAL and Chapman)</li> <li>Out of School suspension alternatives (e.g. Reset and ISS)</li> <li>Alternative Ed. Supplemental staffing</li> </ul> | District-wide  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>Opportunity Program:</b> \$285,453 LCFF<br><b>OSS:</b> \$107,086 LCFF<br><b>Alt. Ed:</b> \$461,532 LCFF  |  |

|  |               |  |   |
|--|---------------|--|---|
| Provide health, social-emotional counseling support services: <ul style="list-style-type: none"> <li>• EMHI/PIP</li> <li>• Guidance Aides</li> <li>• Nurses</li> <li>• Health Aides</li> <li>• Cal Safe Teen Parenting Program</li> <li>• Medically Necessary/Off Campus Instruction.</li> </ul> | District-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>EMHI/PIP:</b><br>\$289,416 LCFF<br><b>Guidance Aides:</b><br>\$100,000 LCFF<br><b>Nurses:</b> \$106,765 LCFF,<br><b>Health Aides</b><br>\$540,423 LCFF,<br><b>LVNs:</b> \$21,200 LCFF,<br><b>Cal Safe:</b> \$60,000 LCFF,<br><b>MNHI/OCI:</b> \$275,868 LCFF |
| Research availability of federal and state funds/grants for school resource officers.  | District-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | No additional cost incurred   |
| Increase campus supervision as per site needs.   | District-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>Campus Supervision:</b><br>\$738,729 LCFF  |
| Support student engagement at the high schools by encouraging participation in sports teams.   | High Schools  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>Coaching Stipends:</b><br>\$367,825 LCFF   |
| Support student engagement in Art, Music, and PE activities at the elementary schools.   | Elementary    | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>Elementary Art, Music and PE:</b> \$1,467,365 LCFF   |

## LCAP Year 2: 2016-2017

### Expected Annual Measurable Outcomes:

- Maintain or exceed student attendance rate of 95% rate.
- Reduce chronic absenteeism by .5% from previous year.
- Reduce the middle school dropout rate by .2% from the previous year.
- Decrease the number of high school students dropping out by .5% from the previous year 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).
- Increase high school graduation and/or program completion rate by 2% from the 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%.
- 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 which is administered annually.

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|--|------------------|---|---|
| Provide professional development for all staff in: <ul style="list-style-type: none"> <li>• becoming a trauma-informed district</li> <li>• behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach</li> </ul>  | District-wide    | <input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>Professional Development:</b> \$5,000 LCFF   |
| Provide parent, education/training classes to improve student attendance.  | District-wide    | <input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>Parenting classes:</b> \$10,000 LCFF   |
| Continue support for Alternative Education Programs: <ul style="list-style-type: none"> <li>• Opportunity Program</li> <li>• Out of School suspension alternatives (e.g. Reset and ISS)</li> <li>• Alternative Ed. Supplemental staffing</li> </ul>  | District-wide    | <input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>Opportunity Program:</b> \$285,453 LCFF<br><b>OSS:</b> \$107,086 LCFF<br><b>Alt. Ed:</b> \$461,532 LCFF  |
| Provide health, social-emotional counseling support and services: <ul style="list-style-type: none"> <li>• EMHI/PIP</li> <li>• Guidance Aides</li> <li>• Nurses</li> <li>• Health Aides</li> <li>• Cal Safe Teen Parenting Program</li> <li>• Medically Necessary/Off Campus Instruction.</li> </ul> | District-wide    | <input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>EMHI/PIP:</b> \$289,416 LCFF<br><b>Guidance Aides:</b> \$100,000 LCFF<br><b>Nurses:</b> \$106,765 LCFF,<br><b>Health Aides</b> \$540,423 LCFF,<br><b>LVNs:</b> \$21,200 LCFF,<br><b>Cal Safe:</b> \$60,000 LCFF, |

|  |               |   |  |
|--|---------------|---|--|
|  |               |   | <b>MNHI/OCI: \$275,868</b><br>LCFF                       |
| Research availability of federal and state funds/grants for school resource officers.        | District-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | No additional cost incurred                              |
| Increase campus supervision as per site needs.   | District-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | <b>Campus Supervision:</b><br>\$738,729 LCFF             |
| Support student engagement at the high schools by encouraging participation in sports teams. | High Schools  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ | <b>Coaching Stipends:</b><br>\$367,825 LCFF              |
| Support student engagement in Art, Music, and PE activities at the elementary schools.       | Elementary    | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____                | <b>Elementary Art, Music and PE:</b> \$1,467,365<br>LCFF |

### LCAP Year 3: 2017-2018

| Expected Annual Measurable Outcomes:   | <ul style="list-style-type: none"> <li>• Maintain or exceed student attendance rate of <u>95%</u> rate.</li> <li>• Reduce chronic absenteeism by <u>.5%</u> from previous year.</li> <li>• Reduce the middle school dropout rate by <u>.2%</u> from the previous year.</li> <li>• Decrease the number of high school students dropping out by <u>.5%</u> from the previous year 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).</li> <li>• Increase high school graduation and/or program completion rate by <u>2%</u> from the previous year.</li> <li>• CUSD will reduce the student referrals, suspension and expulsion rates by <u>1%</u> from previous year.</li> <li>• CUSD will reduce "Out of School Suspensions" annually by <u>1%</u>.</li> <li>• 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 which is administered annually.</li> </ul> |  |  |
|--|---|--|--|
| Actions/Services   | Scope of Service  | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
| Provide professional development for all staff in: <ul style="list-style-type: none"> <li>• becoming a trauma-informed district</li> <li>• behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach</li> </ul>  | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>Professional Development:</b> \$5,000 LCFF  |
| Provide parent, education/training classes to improve student attendance.  | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>Parenting classes:</b> \$10,000 LCFF  |
| Continue support for Alternative Education Programs: <ul style="list-style-type: none"> <li>• Opportunity Program</li> <li>• Out of School suspension alternatives (e.g. Reset and ISS)</li> <li>• Alternative Ed. Supplemental staffing</li> </ul>  | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>Opportunity Program:</b> \$285,453 LCFF<br><b>OSS:</b> \$107,086 LCFF<br><b>Alt. Ed:</b> \$461,532 LCFF   |
| Provide health, social-emotional counseling support and services: <ul style="list-style-type: none"> <li>• EMHI/PIP</li> <li>• Guidance Aides</li> <li>• Nurses</li> <li>• Health Aides</li> <li>• Cal Safe Teen Parenting Program</li> <li>• Medically Necessary/Off Campus Instruction.</li> </ul> | District-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>EMHI/PIP:</b> \$289,416 LCFF<br><b>Guidance Aides:</b> \$100,000 LCFF<br><b>Nurses:</b> \$106,765 LCFF,<br><b>Health Aides</b> \$540,423 LCFF,<br><b>LVNs:</b> \$21,200 LCFF,<br><b>Cal Safe:</b> \$60,000 LCFF,<br><b>MNHI/OCI:</b> \$275,868 LCFF |



|  |               |  |   |
|--|---------------|--|---|
| Research availability of federal and state funds/grants for school resource officers.        | District-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | No additional cost incurred                           |
| Increase campus supervision as per site needs.   | District-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>Campus Supervision:</b><br>\$738,729 LCFF          |
| Support student engagement at the high schools by encouraging participation in sports teams. | High Schools  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>Coaching Stipends:</b><br>\$367,825 LCFF           |
| Support student engagement in Art, Music, and PE activities at the elementary schools.       | Elementary    | <input checked="" type="checkbox"/> ALL<br>-----<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | <b>Elementary Art, Music and PE:</b> \$1,467,365 LCFF |

## Section 2: 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?

|  |  |  |  |  |
|--|--|--|--|--|
| Original<br>GOAL from<br>prior year<br>LCAP: | <b>Goal 1: Quality Teachers, Materials, and Facilities</b><br><i>All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.</i> <ul style="list-style-type: none"> <li><b>1.1:</b> All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair.</li> <li><b>1.2:</b> By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.</li> </ul> |  | Related State and/or Local Priorities:<br>1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/><br>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/><br>Local : Specify _____  |  |
|  | Goal Applies to:   | Schools: LEA-wide; All schools<br>Applicable Pupil Subgroups: All students |  |  |
| Expected Annual Measurable Outcomes:         | <b>Outcomes:</b><br>1. Maintain 100% compliance with Williams Act requirements regarding teacher qualifications, instructional materials, and facilities.<br>2. At least 20% of CUSD students will have access to computer technology at any given time.<br>3. Identify baseline needs for teacher and student support by instructional aides-technology and teacher professional development (PD) in technology.  | Actual Annual Measurable Outcomes:   | <b>Actual Outcomes:</b><br>1. CUSD rates for compliance with Williams Act requirements: <ul style="list-style-type: none"> <li><b>98%</b> of CUSD teachers are highly qualified.</li> <li><b>100%</b> of students have appropriate instructional materials.</li> <li><b>21 out of 22</b> sites have a 'Good' rating according to the facility inspection tool.</li> </ul> 2. On average, there is approximately 1 computer for every 2 students in the district.<br>3. Baseline data on teacher needs was not collected; approximately 20 technology-focused professional development sessions were offered throughout the year. |  |

| LCAP Year: 2014-2015  |                       |  |   |                       |  |
|---|-----------------------|--|---|-----------------------|--|
| Goal 1.1 Planned Actions/Services   |                       |  | Actual Actions/Services   |                       |  |
|   |                       | Budgeted Expenditures                  |   |                       | Estimated Actual Annual Expenditures   |
| <ul style="list-style-type: none"> <li><b>Review credentials and assignments</b></li> </ul>   |                       | <b>\$8,000</b><br>Source: General Fund | <ul style="list-style-type: none"> <li>District HR staff reviewed all credentials and teacher assignments for the 2014-15 school year.</li> </ul>   |                       | <b>\$8,474</b> General Fund  |
| Scope of service:   | LEA-wide: All schools |  | Scope of service:   | LEA-wide: All schools |  |
| <input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |                       |  | <input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |                       |  |
| <ul style="list-style-type: none"> <li><b>Purchase instructional materials</b></li> </ul>   |                       | <b>\$700,000</b><br>Source:            | <ul style="list-style-type: none"> <li>District purchased updated standards-aligned K-3 Everyday Math curriculum materials</li> </ul>   |                       | \$250,000 Restricted Lottery<br>\$150,000 Restricted Lottery<br>\$302,175 General Fund |

|   |   |   |                          |
|---|---|---|--------------------------|
|   | \$350,000 Restricted Lottery<br>\$352,175 General Fund                              | <ul style="list-style-type: none"> <li>District purchased standards-aligned College Preparatory Math materials for grades 7-12</li> <li>Other Instructional Materials</li> </ul>  |                          |
| Scope of service:   | LEA-wide: All schools   | Scope of service:   | LEA-wide: All schools    |
| <input checked="" type="checkbox"/> ALL   |   | <input checked="" type="checkbox"/> ALL   |                          |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ |   | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ |                          |
| <ul style="list-style-type: none"> <li><b>Regularly inspect and maintain facilities</b></li> </ul>  | \$2,850,000<br>Source:<br>General fund-restricted<br>Routine Maintenance<br>Account | <ul style="list-style-type: none"> <li>District personnel inspected all District facilities as required by the Williams Act. Improvements and repairs were identified and, in some cases, completed.</li> </ul>   | \$2,605,996 General Fund |
| Scope of service:   | LEA-wide: All schools   | Scope of service:   | LEA-wide: All schools    |
| <input checked="" type="checkbox"/> ALL   |   | <input checked="" type="checkbox"/> ALL   |                          |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ |   | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ |                          |

| Goal 1.2 Planned Actions/Services   |   | Actual Actions/Services   |                                      |
|---|---|---|--------------------------------------|
|   | Budgeted Expenditures   |   | Estimated Actual Annual Expenditures |
| <ul style="list-style-type: none"> <li><b>Purchase devices for students and teachers per district tech plan</b></li> </ul>  | \$1,300,000<br>Source: Common Core Implementation Funds   | <ul style="list-style-type: none"> <li>Approximately 1,650 Chromebooks were purchased this year.</li> </ul>   | \$1,400,044 CCI Fund                 |
| Scope of service:   | LEA-wide: All schools   | Scope of service:   | LEA-wide: All schools                |
| <input checked="" type="checkbox"/> ALL   |   | <input checked="" type="checkbox"/> ALL   |                                      |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ |   | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ |                                      |
| <ul style="list-style-type: none"> <li><b>Provide teacher professional development in technology hardware and applications</b></li> </ul>   | \$75,000<br>Source:<br>\$50,000 Title II<br>\$25,000 One-time<br>Common Core Implementation Funds | <ul style="list-style-type: none"> <li>Approximately 20 sessions targeting technology hardware and applications were offered throughout the year during district-wide staff development days and after-school sessions.</li> </ul>                            | \$75,000 Title II, CCI Fund          |
| Scope of service:   | LEA-wide: All schools   | Scope of service:   | LEA-wide: All schools                |
| <input checked="" type="checkbox"/> ALL   |   | <input checked="" type="checkbox"/> ALL   |                                      |

|  |  |  |  |
|--|--|--|--|
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____   |  | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____   |  |
| <ul style="list-style-type: none"> <li><b>Employ instructional aides-Technology</b></li> </ul>   |  | <ul style="list-style-type: none"> <li>Existing I.A. Technology positions</li> <li>Four instructional aides for technology were hired to support technology at sites.</li> </ul>   |  |
| Scope of service: LEA-wide: All schools<br><input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |  | Scope of service: LEA-wide: All schools<br><input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |  |
| <ul style="list-style-type: none"> <li><b>Provide information to low-income families on resources supporting technology (e.g., Computers for Classrooms), Targeted Case Managers (TCMs)</b></li> </ul>   |  | <ul style="list-style-type: none"> <li>TCMs have provided information to parents on accessing/acquiring technology through Computers for Classrooms. Many school sites have the information posted on their webpages.</li> <li>See Goal 4.2 for TCMs hired.</li> </ul>   |  |
| Scope of service: LEA-wide: All schools<br><input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |  | Scope of service: LEA-wide: All schools<br><input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> 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 15-16 plan: <ol style="list-style-type: none"> <li>Continue using Williams Act compliance results, however itemize the specific data points to be reported in Expected Annual Measurable Outcomes- Highly-qualified teachers, Sufficient Instructional Materials, and Facilities ratings.</li> <li>A specific question(s) will be added on a staff development survey to collect baseline data on teacher needs for technology.</li> </ol> |
|--|--|---|

|                                      |  |  |  |
|--------------------------------------|--|--|--|
| Original GOAL from prior year LCAP:  | <b>Goal 2: Fully Align Curriculum and Assessments with Common Core</b><br><i>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).</i> |  | Related State and/or Local Priorities:<br>1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/><br>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/><br>Local : Specify _____                    |
|                                      | Goal Applies to:   | Schools: LEA-wide; All schools<br>Applicable Pupil Subgroups: All students |  |
| Expected Annual Measurable Outcomes: | <b>Outcomes:</b><br>1. All CUSD teachers and schools will assess current status of CCSS implementation, and move from that baseline to at least a stage 2 on CCSS implementation plan (attached).<br>2. Students will receive instruction in the Common Core Standards with instructional strategies reflecting the rigor of the CCSS. Baseline data from SBAC will be established.              | Actual Annual Measurable Outcomes:   | <b>Actual Outcomes:</b><br>1. Elementary results of the CCSS Implementation Survey indicate that the majority of teachers rated themselves at level 1 of CCSS implementation. They survey will be given again in fall 2015 to all teachers and results will be analyzed.<br>2. Spring 2015 SBAC scores, once received, will be analyzed and shared with the Advisory Committee in fall 2015. |

| LCAP Year: 2014-2015  |   |  |  |
|---|---|--|--|
| Goal 2.1 Planned Actions/Services   |   | Actual Actions/Services  |  |
|   | Budgeted Expenditures   |  | Estimated Actual Annual Expenditures   |
| <ul style="list-style-type: none"> <li>Teachers identify current status and next steps in CCSS implementation plan</li> </ul> | <b>\$50,000</b><br>Source:<br>General Fund- teacher contract time | <ul style="list-style-type: none"> <li>Elementary teachers completed Common Core Stages of Implementation survey.</li> <li>Elementary teachers developed argumentative writing units of study that are aligned to the District's adopted English Language Arts curriculum. The K-3 writing rubrics were also updated.</li> <li>Purchased updated K-3 Everyday Math Common Core aligned curriculum.</li> <li>Secondary science, history and English teachers utilize district staff development time to explore instructional strategies to add argumentative writing into the curriculum.</li> <li>Secondary math teachers continued implementation of integrated pathway with addition of Common</li> </ul> | \$0.00<br><br>\$10,000 General Funds<br><br>\$250,000 General Fund<br><br>\$20,000 General Fund<br><br>\$20,000 General Fund |

|  |                       |   |                       |
|--|-----------------------|---|-----------------------|
|  |                       | Core Math 8 (Math C) and Integrated Math I (9th grade)  |                       |
| Scope of service:  | LEA-wide: All schools | Scope of service:   | LEA-wide: All schools |
| <input checked="" type="checkbox"/> ALL  |                       | <input checked="" type="checkbox"/> ALL   |                       |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____            |                       | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____   |                       |
| <ul style="list-style-type: none"> <li>Provide professional development in California Content Standards</li> </ul>   |                       | <ul style="list-style-type: none"> <li>Elementary district-wide staff development days were targeted at providing grade level collaboration for instructing and assessing common core standards by trimester.</li> <li>Elementary held district-wide grade level meetings, via Lync, 4 times during the year to give an overview of the trimester CCSS writing genres and collaborative scoring of the prompts.</li> <li>Secondary Teachers participated in professional development activities addressing academic rigor, Next Generation Science Standards, Integrated Math sequence of courses, supporting high functioning students with autism in the regular classroom setting, etc.</li> </ul> |                       |
|  |                       | \$220,000<br>Source: One-time Common Core Implementation Funds  |                       |
|  |                       | \$252,995 CCI Funds   |                       |
| Scope of service:  | LEA-wide: All schools | Scope of service:   | LEA-wide: All schools |
| <input checked="" type="checkbox"/> ALL  |                       | <input checked="" type="checkbox"/> ALL   |                       |
| OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____ |                       | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____   |                       |

| Goal 2.2 Planned Actions/Services  |   | Actual Actions/Services   |                                      |
|--|---|---|--------------------------------------|
|  | Budgeted Expenditures   |   | Estimated Actual Annual Expenditures |
| <ul style="list-style-type: none"> <li>Unpack, back-map standards and share results (staff and district meeting time)</li> </ul> | \$50,000<br>General fund-included in certificated contract time | <ul style="list-style-type: none"> <li>Secondary teachers met to discuss sequence of standards in Math C and Integrated Math I.</li> <li>Unpacking and back-mapping standards were addressed with elementary teachers in staff development trainings and district-wide meetings.</li> </ul> | \$50,000 General Fund                |
| Scope of service:  | LEA-wide: All schools   | Scope of service:   | LEA-wide: All schools                |
| <input checked="" type="checkbox"/> ALL  |   | <input checked="" type="checkbox"/> ALL   |                                      |



|  |  |   |  |
|--|--|---|--|
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____   |  | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____  |  |
| <ul style="list-style-type: none"> <li><b>Create California Content State Standards-aligned site and/or district formative assessments</b></li> </ul>  |  | <ul style="list-style-type: none"> <li>Secondary Math designed and implemented unit assessments for new Integrated courses.</li> <li>Argumentative writing assessment designed and utilized with SBAC Rubric at the 11th grade level.</li> <li>Teachers in grades 3-6 created CCSS formative assessments during a district-wide staff development day for trimester standards.</li> </ul> |  |
| Scope of service: LEA-wide: All schools<br><input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |  | Scope of service: LEA-wide: All schools<br><input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____  |  |
| <ul style="list-style-type: none"> <li><b>Employ instructional coaches (ELA/literacy and math)</b></li> </ul>  |  | <ul style="list-style-type: none"> <li>Elementary Instructional Specialists</li> <li>Secondary Instructional Specialists</li> </ul>   |  |
| Scope of service: LEA-wide: All schools<br><input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |  | Scope of service: Secondary Sites<br><input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____  |  |
| <ul style="list-style-type: none"> <li><b>Release time for peer rounds observation and debrief</b></li> </ul>  |  | <ul style="list-style-type: none"> <li>Continue the use of Abeo to provide release time for rounds and debriefing sessions at elementary, junior high and high school levels</li> </ul>   |  |
| Scope of service: LEA-wide: All schools<br><input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |  | Scope of service: LEA-wide: All schools<br><input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____  |  |

|   |  |
|---|--|
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>As a result of reviewing past and current progress, the following changes will be made for the 15-16 plan:</p> <ol style="list-style-type: none"> <li>1. Streamline actions and services listed in the LCAP by combining duplicated actions and services in specific LCAP Goals.</li> <li>2. Provide targeted staff development sessions in CSCS, Chromebooks, and Google Apps for Education.</li> <li>3. Explore changing the CUSD's instructional support services model to provide these services at all school sites.</li> <li>4. Use spring 2015 SBAC data and a staff development survey to target professional development sessions for teachers that will improve instructional practices and raise student achievement.</li> </ol> |
|---|--|

DRAFT

| Original<br>GOAL from<br>prior year<br>LCAP:      | <b>Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses</b><br><i>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).</i>  |  | Related State and/or Local Priorities:<br><br>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/><br>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/><br><br>Local : Specify _____  |              |  |              |  |                      |  |                 |  |                     |  |                      |  |   |  |
|---|--|--|--|--------------|--|--------------|--|----------------------|--|-----------------|--|---------------------|--|----------------------|--|---|--|
|   | Goal Applies to:   | Schools: LEA-wide; All schools<br>Applicable Pupil Subgroups: All students |  |              |  |              |  |                      |  |                 |  |                     |  |                      |  |   |  |
|   | <b>Outcomes:</b> <ol style="list-style-type: none"> <li>Identify existing pathways through high school and obstacles currently preventing all students from staying on track for college and careers, and develop a plan to address.</li> <li>Establish baseline of student achievement in all subject areas, using site, district, state assessments.</li> <li>Establish baseline number of students in all subgroups at or below grade level in ELA and math upon entering middle school.</li> </ol> |  | <b>Actual Outcomes:</b> <ol style="list-style-type: none"> <li>In collaboration with the Butte-Glenn Career Pathways Trust, the district identified additional career pathways. Funds were utilized to support existing career pathways and add classes for new career pathways.</li> <li>Elementary student achievement data was entered and analyzed in Illuminate.</li> <li>Percent of students in subgroups who entered middle school at or below grade level, as of Feb. 2015, Trimester 2:           <table border="1"> <thead> <tr> <th colspan="2">FRM Students</th> </tr> </thead> <tbody> <tr> <td>STAR Reading</td> <td>21% nearing, at, or above benchmark<br/>79%- two or more trimesters below benchmark</td> </tr> <tr> <td>CBM- Reading Fluency</td> <td>56% nearing, at, or above benchmark<br/>44%- two or more trimesters below benchmark</td> </tr> <tr> <td>Writing Content</td> <td>83% nearing, at, or above benchmark<br/>17%- two or more trimesters below benchmark</td> </tr> <tr> <td>Writing Conventions</td> <td>81% nearing, at, or above benchmark<br/>19%- two or more trimesters below benchmark</td> </tr> <tr> <td>Multi-digit Division</td> <td>55% nearing, at, or above benchmark<br/>45%- two or more trimesters below benchmark</td> </tr> <tr> <td>Add, Subtract, Multiply, and Divide with Decimals</td> <td>62% nearing, at, or above benchmark<br/>38%- two or more trimesters below benchmark</td> </tr> </tbody> </table> </li> </ol> | FRM Students |  | STAR Reading | 21% nearing, at, or above benchmark<br>79%- two or more trimesters below benchmark | CBM- Reading Fluency | 56% nearing, at, or above benchmark<br>44%- two or more trimesters below benchmark | Writing Content | 83% nearing, at, or above benchmark<br>17%- two or more trimesters below benchmark | Writing Conventions | 81% nearing, at, or above benchmark<br>19%- two or more trimesters below benchmark | Multi-digit Division | 55% nearing, at, or above benchmark<br>45%- two or more trimesters below benchmark | Add, Subtract, Multiply, and Divide with Decimals | 62% nearing, at, or above benchmark<br>38%- two or more trimesters below benchmark |
| FRM Students                                      |  |  |  |              |  |              |  |                      |  |                 |  |                     |  |                      |  |   |  |
| STAR Reading                                      | 21% nearing, at, or above benchmark<br>79%- two or more trimesters below benchmark   |  |  |              |  |              |  |                      |  |                 |  |                     |  |                      |  |   |  |
| CBM- Reading Fluency                              | 56% nearing, at, or above benchmark<br>44%- two or more trimesters below benchmark   |  |  |              |  |              |  |                      |  |                 |  |                     |  |                      |  |   |  |
| Writing Content                                   | 83% nearing, at, or above benchmark<br>17%- two or more trimesters below benchmark   |  |  |              |  |              |  |                      |  |                 |  |                     |  |                      |  |   |  |
| Writing Conventions                               | 81% nearing, at, or above benchmark<br>19%- two or more trimesters below benchmark   |  |  |              |  |              |  |                      |  |                 |  |                     |  |                      |  |   |  |
| Multi-digit Division                              | 55% nearing, at, or above benchmark<br>45%- two or more trimesters below benchmark   |  |  |              |  |              |  |                      |  |                 |  |                     |  |                      |  |   |  |
| Add, Subtract, Multiply, and Divide with Decimals | 62% nearing, at, or above benchmark<br>38%- two or more trimesters below benchmark   |  |  |              |  |              |  |                      |  |                 |  |                     |  |                      |  |   |  |

## Expected Annual Measurable Outcomes:

4. 61% of English learners will increase one level of English proficiency as measured by the CELDT.
5. Increase by 3% students graduating ready for college as measured by one or more of the following:
  - a. Meeting UC a-g requirements (baseline 41%)
  - b. Passing AP or IB Exams (baseline 68%, 2013)
  - c. Passing EAP as "ready" (baseline 28% ELA, 17% summative math, 3% Algebra 2)
6. Establish baseline data on percentage of students who graduate completing a CTE pathway sequence.

## Actual Annual Measurable Outcomes:

| Foster Youth               |  |
|----------------------------|--|
| Foster Youth subgroup < 10 |  |

| English Learners                                  |  |
|---|--|
| STAR Reading                                      | 17.3% nearing, at, or above benchmark<br>82.6%- two or more trimesters below benchmark |
| CBM- Reading Fluency                              | 58% nearing, at, or above benchmark<br>42%- two or more trimesters below benchmark     |
| Writing Content                                   | 82% nearing, at, or above benchmark<br>18%- two or more trimesters below benchmark     |
| Writing Conventions                               | 81% nearing, at, or above benchmark<br>19%- two or more trimesters below benchmark     |
| Multi-digit Division                              | 54% nearing, at, or above benchmark<br>46%- two or more trimesters below benchmark     |
| Add, Subtract, Multiply, and Divide with Decimals | 64% nearing, at, or above benchmark<br>36%- two or more trimesters below benchmark     |

| All 6 <sup>th</sup> Graders                       |  |
|---|--|
| STAR Reading                                      | 60.3% nearing, at, or above benchmark<br>39.7%- two or more trimesters below benchmark |
| CBM- Reading Fluency                              | 69% nearing, at, or above benchmark<br>31%- two or more trimesters below benchmark     |
| Writing Content                                   | 89% nearing, at, or above benchmark<br>11%- two or more trimesters below benchmark     |
| Writing Conventions                               | 88% nearing, at, or above benchmark<br>12%- two or more trimesters below benchmark     |
| Multi-digit Division                              | 70% nearing, at, or above benchmark<br>30%- two or more trimesters below benchmark     |
| Add, Subtract, Multiply, and Divide with Decimals | 74% nearing, at, or above benchmark<br>26%- two or more trimesters below benchmark     |

4. 56.8% of English Learners increased one level of English proficiency as measured by the CELDT during the 2013-14 school year.
5. Percent of students graduating ready for college in 2014:
  - a. Meeting UC a-g requirements: **41.8%**
  - b. Passing AP or IB classes: **68.4%** (2014) \*Note: 2015 data should reflect implemented actions from 14-15 LCAP
  - c. Passing EAP as "ready:" **29.1% ELA, 12.1% Math**
6. Percentage of students who graduated completing a CTE pathway sequence in 2013-14 was **9.5%**.

| LCAP Year: 2014-2015  |   |  |                                      |
|---|---|--|--------------------------------------|
| Goal 3.1 Planned Actions/Services   |   | Actual Actions/Services  |                                      |
|   | Budgeted Expenditures   |  | Estimated Actual Annual Expenditures |
| <ul style="list-style-type: none"> <li>Admin/teacher leadership groups identify existing pathways, obstacles, and a plan to ensure all students are on track academically to succeed</li> </ul>                                 | <b>\$50,000</b><br>Source:<br>\$25,000 General Fund-<br>Contract time<br>\$25,000 Title I | <ul style="list-style-type: none"> <li>Secondary coaches have worked with CUSD teachers to create integrated math pathways at the secondary level. Add info re: Career Pathways (e.g. release time, extra assignment)</li> </ul>   | \$50,000                             |
| Scope of service: LEA-wide: All schools   |   | Scope of service: Secondary sites  |                                      |
| <input checked="" type="checkbox"/> ALL   |   | <input checked="" type="checkbox"/> ALL  |                                      |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  |   | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners   |                                      |
| <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient   |   | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  |                                      |
| <input type="checkbox"/> Other Subgroups:(Specify)_____   |   | <input type="checkbox"/> Other Subgroups:(Specify)_____  |                                      |
| <ul style="list-style-type: none"> <li>Research options to provide students K-12 with the academic support to stay on grade level.</li> </ul>   | <b>\$50,000</b><br>Source:<br>\$25,000 General Fund-<br>Contract time<br>\$25,000 Title I | <ul style="list-style-type: none"> <li>A core group of CUSD staff have met 5 times throughout the year to research, modify, and streamline the RtI process at the elementary level.</li> </ul>   | \$25,000 (General Fund)              |
| Scope of service: LEA-wide: All schools   |   | Scope of service: Elementary sites   |                                      |
| <input checked="" type="checkbox"/> ALL   |   | <input checked="" type="checkbox"/> ALL  |                                      |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  |   | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners   |                                      |
| <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient   |   | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  |                                      |
| <input type="checkbox"/> Other Subgroups:(Specify)_____   |   | <input type="checkbox"/> Other Subgroups:(Specify)_____  |                                      |
| Goal 3.2 Planned Actions/Services   |   | Actual Actions/Services  |                                      |
|   | Budgeted Expenditures   |  | Estimated Actual Annual Expenditures |
| <ul style="list-style-type: none"> <li>Identify and implement intervention options, with a focus on those that will not pull students away from core (e.g., independent study, modified schedule, after-school time)</li> </ul> | <b>\$1,200,000</b><br>Source:<br>LCFF Site Designated                                     | <ul style="list-style-type: none"> <li>Intervention programs provided during afterschool and lunch periods have been implemented at the secondary schools.</li> <li>Four program improvement elementary schools have implemented with increasing fidelity the Reading Pals program.</li> </ul> | \$1,244,985<br><br>\$69,997          |
| Scope of service: LEA-wide: All schools   |   | Scope of service: LEA-wide: All schools  |                                      |
| <input checked="" type="checkbox"/> ALL   |   | <input checked="" type="checkbox"/> 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)\_\_\_\_\_

| Goal 3.3 Planned Actions/Services  |                       | Actual Actions/Services  |                                      |
|--|-----------------------|--|--------------------------------------|
|  | Budgeted Expenditures |  | Estimated Actual Annual Expenditures |
| <ul style="list-style-type: none"> <li>Provide TCMs and instructional coaches for academic support and improved instruction</li> </ul>   | See Goals 1.2 & 2.2   | See Goal 4.2   | AS reported in Goals 1 and 2         |
| Scope of service: LEA-wide: All schools  |                       | Scope of service:  |                                      |
| <input checked="" type="checkbox"/> ALL  |                       | <input type="checkbox"/> ALL   |                                      |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |                       | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |                                      |

| Goal 3.4 Planned Actions/Services  |                               | Actual Actions/Services  |                                      |
|--|-------------------------------|--|--------------------------------------|
|  | Budgeted Expenditures         |  | Estimated Actual Annual Expenditures |
| <ul style="list-style-type: none"> <li>English Learner Instructional Coaches</li> </ul>  | See Goal 2.2 Actions/Services | See Goal 2.2   | As reported in Goals 1 and 2         |
| Scope of service: LEA-wide: All schools  |                               | Scope of service:  |                                      |
| <input checked="" type="checkbox"/> ALL  |                               | <input type="checkbox"/> ALL   |                                      |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |                               | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |                                      |
| <ul style="list-style-type: none"> <li>Before-school and school-year professional development in English Language Development</li> </ul>   | See Goal 2.2 Actions/Services | See Goal 2.2   | \$85,000 Title III                   |
| Scope of service: LEA-wide: All schools  |                               | Scope of service:  |                                      |
| <input checked="" type="checkbox"/> ALL  |                               | <input type="checkbox"/> ALL   |                                      |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |                               | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |                                      |

| Goal 3.5 Planned Actions/Services |                       | Actual Actions/Services |                                      |
|-----------------------------------|-----------------------|-------------------------|--------------------------------------|
|                                   | Budgeted Expenditures |                         | Estimated Actual Annual Expenditures |

| • Provide instructional coaches to support teachers in providing high-quality instruction  |                       | See Goal 2.2 Actions/Services | See Goal 2.2   | As reported in Goals 1 and 2 |
|--|-----------------------|-------------------------------|--|------------------------------|
| Scope of service:  | LEA-wide: All schools |                               | Scope of service:  |                              |
| <input checked="" type="checkbox"/> ALL  |                       |                               | <input type="checkbox"/> ALL   |                              |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |                       |                               | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> 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? | <p>As a result of reviewing past and current progress, the following changes will be made to the 15-16 plan:</p> <ol style="list-style-type: none"> <li>1. Add an Expected Annual Measurable Outcome: 'Increase the percentage of students proficient on the STAR Reading Test in grades 3-8.'</li> <li>2. Add currently funded CUSD supplemental services into the plan so stakeholders are informed of the wide breadth of services provided to students and their families.</li> <li>3. Research options for all-day or extended-day Kindergarten at all elementary sites.</li> </ol> |
|--|--|



|                                      |   |  |   |
|--------------------------------------|---|--|---|
| Original GOAL from prior year LCAP:  | <b>Goal 4: Provide opportunities for meaningful parent involvement and input</b><br><i>CUSD will increase parental involvement so parents may help their student to be successful academically, socially, and emotionally.</i> <ul style="list-style-type: none"> <li><b>4.1:</b> 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.</li> <li><b>4.2:</b> At all levels, increase parent input and involvement in school activities.</li> </ul> |  | Related State and/or Local Priorities:<br><br>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/><br>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/><br><br>Local : Specify _____ |
|                                      | Goal Applies to:  | Schools: LEA-wide; All schools<br>Applicable Pupil Subgroups: All students |   |
| Expected Annual Measurable Outcomes: | <b>Outcomes:</b> <ol style="list-style-type: none"> <li>Increase the number of parents accessing electronic student information systems from fall 2014 baseline to at least 25%.</li> <li>Establish baseline on consistency of timely teacher response to parent inquiries.</li> <li>Establish baseline data on opportunities for parent involvement and input, and number/% of parents who are involved in one or more activities.</li> </ol>  | Actual Annual Measurable Outcomes:   | <b>Metrics used:</b> <ol style="list-style-type: none"> <li>32% of CUSD students have a parent account in Aeries Parent Portal.</li> <li>A consistent measure is not available for tracking timely teacher responses to parent inquiries.</li> <li>Baseline data was not collected in 2014-15; this outcome is in the 2015-16 plan.</li> </ol>                                    |

| LCAP Year: 2014-2015  |  |  |                                      |  |
|---|--|--|--------------------------------------|--|
| Goal 4.1 Planned Actions/Services   |  | Actual Actions/Services  |                                      |  |
|   | Budgeted Expenditures  |  | Estimated Actual Annual Expenditures |  |
| <ul style="list-style-type: none"> <li>Provide teacher training in using Parent Portal</li> </ul>     | <b>\$25,000</b><br>General Fund-included in certificated contract time | <ul style="list-style-type: none"> <li>Approximately 25 intermediate teachers received training in the use of the Illuminate gradebook and approximately 40 teachers are currently accessing it.</li> <li>100% of secondary teachers maintain the Aeries gradebook that parents can access through the parent portal.</li> </ul> | <b>\$10,000 General Fund</b>         |  |
| Scope of service:   | LEA-wide: All schools  | Scope of service:  | LEA-wide: All schools                |  |
| <input checked="" type="checkbox"/> ALL   |  | <input checked="" type="checkbox"/> ALL  |                                      |  |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners              |  | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners   |                                      |  |
| <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient |  | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  |                                      |  |
| <input type="checkbox"/> Other Subgroups:(Specify) _____  |  | <input type="checkbox"/> Other Subgroups:(Specify) _____   |                                      |  |
| <ul style="list-style-type: none"> <li>Provide parent training in using Parent Portal</li> </ul>      | <b>\$5,000</b><br>Source: General Fund                                 | <ul style="list-style-type: none"> <li>Provided at packet pick-up days and Back to School Nights in the fall and throughout the year by</li> </ul>   | <b>\$3,000 General Fund</b>          |  |

|   |                       |   |                       |
|---|-----------------------|---|-----------------------|
|   |                       | secondary site counselors and registrars and by elementary teachers.                                  |                       |
| Scope of service:   | LEA-wide: All schools | Scope of service:   | LEA-wide: All schools |
| <input checked="" type="checkbox"/> ALL   |                       | <input checked="" type="checkbox"/> ALL   |                       |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners              |                       | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners              |                       |
| <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient |                       | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient |                       |
| <input type="checkbox"/> Other Subgroups:(Specify) _____  |                       | <input type="checkbox"/> Other Subgroups:(Specify) _____  |                       |

| Goal 4.2 Planned Actions/Services   |  | Actual Actions/Services   |                                      |
|---|--|---|--------------------------------------|
|   | Budgeted Expenditures                            |   | Estimated Actual Annual Expenditures |
| <ul style="list-style-type: none"> <li><b>Provide parent training in accessing school programs</b></li> </ul>                       | <b>\$5,000</b><br>Source: General Fund           | <ul style="list-style-type: none"> <li>Parent training in accessing school programs was not completed during the 2014-15 school year.</li> </ul>  | <b>\$0</b>                           |
| Scope of service:   | LEA-wide: All schools                            | Scope of service:   |                                      |
| <input checked="" type="checkbox"/> ALL   |  | <input checked="" type="checkbox"/> ALL   |                                      |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  |  | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  |                                      |
| <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient                               |  | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient   |                                      |
| <input type="checkbox"/> Other Subgroups:(Specify) _____  |  | <input type="checkbox"/> Other Subgroups:(Specify) _____  |                                      |
| <ul style="list-style-type: none"> <li><b>Provide TCM and/or other staff support for increasing parent participation</b></li> </ul> | <b>\$10,000</b><br>Source: General Fund, Title 1 | <ul style="list-style-type: none"> <li>A TCM will be in place on all TK- 12 sites by the Fall of 2016. Currently, have 5 TCMs in place with 8 additional sites on board in the Fall of 2015.</li> </ul> | <b>\$10,000 Title I</b>              |
| Scope of service:   | LEA-wide: All schools                            | Scope of service:   | LEA-wide: All schools                |
| <input checked="" type="checkbox"/> ALL   |  | <input checked="" type="checkbox"/> ALL   |                                      |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  |  | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  |                                      |
| <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient                               |  | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient   |                                      |
| <input type="checkbox"/> Other Subgroups:(Specify) _____  |  | <input type="checkbox"/> Other Subgroups:(Specify) _____  |                                      |
| <ul style="list-style-type: none"> <li><b>Sites identify mechanism and personnel for tracking</b></li> </ul>                        | <b>\$5,000</b><br>Source: General Fund           | <ul style="list-style-type: none"> <li>TCMs track parent support through logs, surveys, and sign-in sheets.</li> </ul>  | <b>\$5,000 - General Fund</b>        |
| Scope of service:   | LEA-wide: All schools                            | Scope of service:   | LEA-wide: All schools                |
| <input checked="" type="checkbox"/> ALL   |  | <input checked="" type="checkbox"/> ALL   |                                      |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  |  | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  |                                      |
| <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient                               |  | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient   |                                      |
| <input type="checkbox"/> Other Subgroups:(Specify) _____  |  | <input type="checkbox"/> Other Subgroups:(Specify) _____  |                                      |

|   |   |
|---|---|
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>As a result of reviewing past and current progress, the following changes will be made for the 15-16 plan:</p> <ol style="list-style-type: none"> <li>1. Offer additional staff development for Illuminate Parent Portal for intermediate teachers and Aeries for secondary teachers to increase parent involvement.</li> <li>2. Delete the Expected Outcome 'Increase consistency of timely teacher responses' due to the difficulty in measuring this EAMO.</li> <li>3. Provide more parent training and participation through school events and TCMs and establish a baseline by collecting data on parents in attendance at Parent Information/Back to School Nights, School Site Council Meetings, Site English Learner's Advisory Committees, and the District English Learner's Advisory Committees.</li> </ol> |
|---|---|

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|  |  |                       |  |  |
|--|--|-----------------------|--|--|
| Original<br>GOAL from<br>prior year<br>LCAP: | <b>Goal 5: Improve School Climate</b>  |                       | Related State and/or Local Priorities:   |  |
|  | <i>CUSD will implement strategies to improve school climate so that all students, inclusive of all subgroups, will feel safe, supported, engaged and meaningfully challenged.</i> <ul style="list-style-type: none"> <li>5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.</li> </ul>                |                       | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/><br>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/><br>Local : Specify _____ |  |
| Goal Applies to:                             | Schools:   | LEA-wide; All schools |  |  |
|  | Applicable Pupil Subgroups:  | All students          |  |  |
| Expected Annual<br>Measurable<br>Outcomes:   | <b>Outcomes:</b>   |                       | Actual Annual<br>Measurable<br>Outcomes:   | <b>Actual Outcomes:</b>  |
|  | 1. Maintain attendance rates at or above 95% rate.<br>2. Decrease chronic absenteeism from 7.7% to 7.5%.<br>3. Decrease the dropout rate by 1% of current rate.<br>4. Increase high school graduation and/or program completion rate by 1% of current rate.<br>5. CUSD will reduce the student referrals, suspension and expulsion rates annually by 1%.<br>6. CUSD will reduce "Out of School Suspensions" by 5%. |                       |  | 1. Average daily attendance in 2014-15 was <b>95.62%</b> , as of May 7, 2015.<br>2. The chronic absenteeism rate in 2013-14 was 10.4%. As of May 1, 2015, the chronic absenteeism rate decreased from 10.4% to <b>9.6%</b> .<br>3. The 2012-13 dropout rate was <b>6.5%</b> and in 2013-14 was <b>7.2%</b> , an increase of <b>.7%</b> .<br>4. The graduation and program completion rate was <b>87.1%</b> (2012-13) and was <b>89.2%</b> (2013-14), an increase of <b>2.1%</b> .<br>5. Student referrals to: <ul style="list-style-type: none"> <li>a. Opportunity Class-<b>16</b></li> <li>b. Reset program- <b>309 student days</b> were spent in Reset</li> <li>c. Suspension: <b>5.4%</b> (2013-14), <b>3.0%</b> (as of 1st trimester, November 2014)</li> <li>d. Expulsions: <b>0.3%</b> (2013-14), data not available for 2014-15, as of May 19, 2015.</li> </ul> 6. CUSD Out of School Suspension rate was <b>.5%</b> . (as of 1st trimester, November 2014) |

| LCAP Year: 2014-2015  |  |   |                                      |
|---|--|---|--------------------------------------|
| Goal 5.1 Planned Actions/Services   |  | Actual Actions/Services   |                                      |
|   | Budgeted Expenditures                  |   | Estimated Actual Annual Expenditures |
| <ul style="list-style-type: none"> <li>Provide PD in becoming a trauma-informed district</li> </ul> | <b>\$5,000</b><br>Source: General Fund | <ul style="list-style-type: none"> <li>7 sessions teaching and utilizing the Nurtured Heart Approach were offered during district-wide staff development days, after-school sessions, and one full day session for CUSD staff.</li> </ul> | <b>\$5,000 General Fund</b>          |
| Scope of service:   | LEA-wide: All schools                  | Scope of service:   | LEA-wide: All schools                |
| <input checked="" type="checkbox"/> ALL   |  | <input checked="" type="checkbox"/> ALL   |                                      |

|  |                       |  |  |                                    |
|--|-----------------------|--|--|------------------------------------|
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |                       | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |  |                                    |
| <ul style="list-style-type: none"><li><b>Provide parent training/classes to improve attendance</b></li></ul>   |                       | <b>\$10,000</b><br>Source:<br>General Fund, Title I  | <ul style="list-style-type: none"><li>Elementary principals and attendance clerks regularly discuss district/site attendance data monthly at their meetings. They share ideas regarding support for families and are expected to positively focus on the chronically absent students which has resulted in improvement in attendance rates.</li></ul>  | \$0.00                             |
| Scope of service:  | LEA-wide: All schools |  | Scope of service:  | Elementary sites                   |
| <input checked="" type="checkbox"/> ALL  |                       |  | <input checked="" type="checkbox"/> ALL  |                                    |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |                       |  | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____   |                                    |
| <ul style="list-style-type: none"><li><b>Employ additional personnel to provide support for unduplicated pupils in staying on track academically and socially for college and careers.</b></li></ul>   |                       | <b>Guidance Techs: \$100,000</b><br>Source:<br>LCFF Supplemental Funds   | <ul style="list-style-type: none"><li>4.0 FTE elementary counselors at four sites through our federal grant.</li><li>Guidance Specialist staffing was increased by a total of 59.5 hours per week, resulting in increased staffing levels at 11 sites. One site, Hooker Oak, was slightly reduced; however, we were able to staff their elementary counselor above the level applied for in our grant.</li></ul> | \$100,000 Federal Counseling Grant |
| Scope of service:  | LEA-wide: All schools |  | Scope of service:  | LEA-wide: All schools              |
| <input checked="" type="checkbox"/> ALL  |                       |  | <input checked="" type="checkbox"/> ALL  |                                    |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |                       |  | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____   |                                    |
| <ul style="list-style-type: none"><li><b>Research in-school suspension alternatives</b></li></ul>  |                       | <b>\$5,000</b><br>Source:<br>General Fund  | <ul style="list-style-type: none"><li>Elementary sites utilized 'Reset,' housed at McManus, to give students the opportunity to reset their behaviors before returning to their classroom.</li></ul>   | \$5,000 General Fund               |
| Scope of service:  | LEA-wide: All schools |  | Scope of service:  | Elementary Sites                   |
| <input checked="" type="checkbox"/> ALL  |                       |  | <input checked="" type="checkbox"/> ALL  |                                    |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |                       |  | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____   |                                    |
| <ul style="list-style-type: none"><li><b>Provide social-emotional support services (e.g. EMHI, PIP)</b></li></ul>  |                       | <b>\$284,000</b><br>Source: General Fund   | <ul style="list-style-type: none"><li>See above “Employ additional personnel to provide support...”</li></ul>  | \$284,000 General Fund             |
| Scope of service:  | LEA-wide: All schools |  | Scope of service:  | LEA-wide: All schools              |

|   |  |   |               |
|---|--|---|---------------|
| <input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |  | <input type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____            |               |
| <ul style="list-style-type: none"> <li>Establish system for tracking behavioral referrals</li> </ul>  | <b>\$5,000</b><br>Source: General Fund | <ul style="list-style-type: none"> <li>Sites currently track behavioral referral in Aeries, the student information system.</li> </ul>  | <b>\$0.00</b> |
| Scope of service: LEA-wide: All schools   |  | Scope of service: LEA-wide: All schools   |               |
| <input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |  | <input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |               |
| <ul style="list-style-type: none"> <li>Site and district groups research strategies to improve climate and engagement as listed, and report back on the costs and benefits of each.</li> </ul>  | <b>\$5,000</b><br>Source: General Fund | <ul style="list-style-type: none"> <li>Groups did not research strategies to improve climate and engagement during the 14-15 school year.</li> </ul>  | <b>\$0.00</b> |
| Scope of service: LEA-wide: All schools   |  | Scope of service:   |               |
| <input checked="" type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |  | <input type="checkbox"/> ALL<br>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> 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 to the 15-16 plan: <ol style="list-style-type: none"> <li>1. Add 'save rate' data information to Expected Annual Measureable Outcomes to determine the number of students who were not on track to graduate, but with intervention and support, received their high school diploma.</li> <li>2. Provide professional development for all CUSD staff in behavior strategies such as Positive Behavior Intervention Supports and Nurtured Heart Approach.</li> <li>3. Add current CUSD services that support Goal 5 into the plan so all stakeholders can see the wide breadth of services in which CUSD students have access.</li> <li>4. Research the availability of grants for school resource officers, LCAP meeting feedback, to aide in improving school climate.</li> </ol> |
|--|--|

**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.)

|  |                           |
|--|---------------------------|
| <b>Total amount of Supplemental and Concentration grant funds calculated:</b>  | <b><u>\$8,583,907</u></b> |
| <ul style="list-style-type: none"> <li>For the 2014-15 school year, the Chico Unified School District's unduplicated count percentage of students identified as low income, foster youth, and English learner is approximately <b>48%</b></li> <li>CUSD will receive approximately <b>\$8,583,907</b> in supplemental funding in 2015-16 to provide improved or increased services for identified students.</li> <li>The district proposes to spend the increased supplemental funding on Academic Intervention Services (\$2,130,043), Instructional Support Services (\$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 :             <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> </li> </ul> |                           |



- 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.

|              |          |
|--------------|----------|
| <b>10.67</b> | <b>%</b> |
|--------------|----------|

- See Table #1 (attached) for the Minimum Proportionality Percentage (MPP) calculation. CUSD's MPP is calculated to be 10.67%.
- The district estimates **\$10,716,936** in expenditures for programs currently serving all students, including students identified as English learners, foster youth, or low income in 2014-15.
- 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

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

## 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).