

Introduction: **Draft Version 1.0 Not final until Board Approved.**

LEA: Colusa Unified School District

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LCAP Year: 2016/2017

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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



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

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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



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

**B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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



*Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

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

**Guiding Questions:**

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



Involvement Process	Impact on LCAP
District Meetings: CUSD Board of Trustee Meetings..... (January 2016 – April 2016)	<b>Input:</b> The board agreed that maintaining focus on the three Goal areas previously identified made sense. They accepted Leadership Team recommendation to put special emphasis on seeking and implementing strategies for closing the achievement gap between FRPL, Minority, ELL students and those students who are not in any of these categories.
Leadership Team Meetings..... Monthly Dec. 2015 – Ongoing	<b>Input:</b> Continue to add technology access, and related staff training. Build on experiences with the first year of Illuminate to expand use and staff access. Make every effort to insure Measure A Bond projects are successful to demonstrate good stewardship of community tax dollars and position the district for another bond campaign. Revise Emergency Response Manual to incorporate updated fire/emergency notification systems being installed this summer.
Administration Team (Site Administrators)..... Bi-weekly Dec. 2015 - Ongoing	<b>Input:</b> Add PE staff at Burchfield Primary to create “dedicated and protected” core ELA and Math instructional time (allows FT PE teacher 4-6 at EMS with similar impact). Change BPS & Egling Middle School music schedule to further protect core instruction time at BPS. Add an ELA teacher at Colusa High School to provide more options and keep classes at reasonable size with the expected increase in student numbers. Add a teacher at EMS to keep classes at reasonable size with the expected increase in student numbers. Re-assign one Home School teacher for part of each day and a Bilingual Paraprofessional for part of a day for ELD instruction and support at CHS.



<p>California School Employees Association (CSEA)..... 4/13/16</p>	<p><b>Input:</b> Supportive of the sharing the Bilingual Paraprofessional between CHS and EMS. No additional concerns or questions.</p>
<p>California Teachers Association (CTA) ..... 4/26/16</p>	<p><b>Input:</b> Concerned about the number of teachers being hired who are not fully credentialed. Suggested additional illuminate software training, and wanted to reopen discussion of SIS software switch. Discussed timeline and need for additional summer work days for ELA adoption committee. Expressed concerns about the timeline and extra work involved in teachers packing / organizing rooms in preparation for summer construction. Recommended additional tech devices – Chromebooks – for use in all classes, testing and intervention classes.</p>
<p>Site Meetings: .....                  Input from site meetings communicated to the District via Admin Team Meetings.                  Staff meetings (Monthly Dates varied by site)                  School Site Council Meetings (Monthly Dates varied by site)                  ELAC Meetings BPS &amp; EMS (Monthly Dates varied by site)</p>	<p><b>Input:</b> Relayed comments from Staff, ELAC and Site Council meetings suggesting:                  Modify timeline for adoption of ELA curriculum K-8 in expectation of more/better selection of Common Core aligned materials. Examine and analyze options in fall 2016, with board approval early in 2017 – giving teachers additional planning time before full implementation starts in fall 2017.                  Continued training on Illuminate software.                  Additional resources needed for consumables related to implementation of new math curriculum.                  Additional training for staff on SIS, and particularly if a new SIS is adopted in 2016-2017.                  Examine “English in a Flash” software/curriculum as possible support for ELD instruction at BPS.                  Examine focused ELD Curriculum offerings for adoption and use at EMS.</p>



<p>Surveys: fall 2015.....                  Healthy Kids CA Survey                  HKCA – parent version                  HKCA – staff version</p>	<p>Determine whether it is possible to offer a Sheltered World History at CHS.                  Expanded use of Apps and Parent Portals to facilitate communication between home and school.                  Need for additional DART/SARB – type interventions for chronically absent students.                  Consideration of implementing an Opportunity School as an intervention for middle grade students with behavioral issues.                  Advised there would be a transition year where Computer Literacy would still be necessary at CHS.                  Evaluate possibility of changed calendar to insure teachers have reasonable time to prepare their classrooms following the Measure A Bond summer construction activities.                  Suspend K-6 summer school in anticipation of construction activities.                  Offer Credit Recovery 7-8 via a learning packet delivery model in anticipation of construction activities.                  Offer Credit Recovery 9-12 via classes held at the DO or BPS After-School Program building in anticipation of construction activities.                  Prepare to move school site office operations to DO for the first three weeks of June in anticipation of construction activities.</p> <p>Input: Surveys indicate that staff, students and parents continue to feel that the CUSD schools are safe, well organized, inclusive and engaging places for students to learn.</p>
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<p>District English Language Advisory Committee.....                  3/23/16                  4/27/16                  5/25/16</p>	<p><b>Input:</b>                  Requested materials and academic support in Spanish to earn GED.                  There is a need for additional ELL support at CHS.                  Suggested after School tutorial for practical English or Homework Help                  Urged CUSD administrators to keep parents involved in the student’s education.                  Look for additional ways to involve parents pro-actively in the system.                  Conveyed their feelings that a representative from CHS needs to attend DLAC meetings.                  Suggested we find ways to ease the transition for ELL students as they transfer to the HS.                  Asked CHS to create additional activities for ELL students at Freshman Orientation.                  Suggested CUSD provide transportation to Adult Classes in surrounding communities. Prefer offerings be held here in Colusa: look into whether WCC will hold classes here.</p>
<p>Student Meetings.....                  Met with Alternative School students and the CHS Student Council                  May 11, 2016</p>	<p><b>Input:</b>                  Commendations for specific Teachers, Coaches and the Board of Education. Special mention of appreciation for the EMS Hawk’s Eye publication.                  Noted that the community seems very involved in CHS, and very supportive of CHS activities.                  A transfer student relayed feelings of inclusion immediately upon entering CHS.                  Suggested making the senior ESA Ecology class one alternative among several (proposed adding AP science classes) if possible within the grant regulations.</p>





<p>Date Draft Posted: <b>5/16/16</b> Date of Board Public Hearing: TBD Submitted for board approval: TBD</p>	<p>Students like the school Facebook page and the school app (requested more frequent alerts through the app.) Requests for addition of 14 different classes at CHS. (List submitted to CHS Principal.) Suggested implementing Spanish language instruction at lower grades. Suggested changes to Counseling department – an additional counselor to assist with college selection / application / financing. Expressed interest in expanding opportunities to learn more about colleges and universities outside of California. Shared concerns about Senior Project. Some expressed confusion, while others found the process easy to follow but time consuming. Suggested having student feedback be part of teacher evaluation – or at least allow students to give feedback like colleges do for instructors. Expressed some minor facility concerns – lack of soap in restrooms, and pest control. Requests for improvements to the CHS Tennis Courts, Soccer fields and Track. Also suggested purchase of mats for cheerleading practice.</p>
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<p><b>Annual Update:</b>                  8/18/15 Opening day presentation to Staff including LCAP update information. Posted same presentation on District web page for community viewing.</p> <p>8/27/15 Posted revised LCAP (based on Colusa County Office of Education directives) to District web site.</p> <p>9/15/15 SBAC Assessment results presented to Board and Public at regularly scheduled meeting. Presentation uploaded to District Web page, emailed to entire CUSD staff and referenced in Facebook post. Translated presentation presented to DLAC on 9/30/15.</p> <p>October 7,14,21 2015 Staff meetings at each site. Updated staff on LCAP progress. Posted information on District web site and Facebook Page.</p> <p>11/4/15 Leadership team discussion of LCAP progress.</p> <p>1/12/16 Information on progress shared with Board of Trustees.</p> <p>1/20/16 All District Staff meeting. Discussed LCAP progress, LCFF, data and updated staff on action item progress.</p>	<p><b>Annual Update:</b>                  Communication and transparency.</p> <p>Communication and transparency.</p> <p>Communication and transparency.</p> <p>Communication and transparency.</p> <p>Principals and Department Heads discussed progress and a summary created to present to the Board of Trustees.</p> <p>Board discussed progress and areas of focus for the upcoming school year.</p> <p>Reviewed progress, the conversation and conclusions of the Board, and discussed data. Opened conversation on the areas of focus for 2016/2017. Urged staff to share improvement ideas at the building level.</p>
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**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 schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.



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

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

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?



- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?



<b>GOAL:</b>	<b>#1: Improve student achievement and close achievement gaps.</b>	Related State and/or Local Priorities: 1X 2__ 3__ 4X 5X 6__ 7X 8X COE only: 9__ 10__ Local : Specify _____
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<b>Identified Need :</b>	Student achievement scores and other indicators of improved learning are below levels expected / desired by our community, staff and Board. A significant achievement gap remains between student sub-groups.
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<b>Goal Applies to:</b>	Schools: ALL
	Applicable Pupil Subgroups: ALL

**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Scores on SBAC ELA and math will show 5% growth (Average per Cohort), and 10% growth (Average per Cohort) for FRPL, minority and ELL students.</li> <li>2. Students completing A-G requirements will increase by 3%</li> <li>3. Students enrolled in the CHS Environmental Science Academy will continue to comprise &gt;20% of the school population.</li> <li>4. EL's who show adequate growth will increase by 5% English Language Learners who are reclassified will increase by 7%</li> <li>5. AP pass rate (score of 3 or higher) will be above 70%</li> <li>6. Students will have access to a broad, and increasing course of study. EC51220</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. CCSS aligned math curriculum will be implemented – year 2. Additional Staff Training and Purchase of necessary Instructional Supplies and Equipment.	LEA –Wide	<u> X </u> ALL	\$15,000 LCFF Base
2. State approved English Language Arts (ELA) Curriculum will be evaluated and a series recommended to the board for approval / adoption in February 2017.	LEA –Wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$125,000 LCFF Base
3. Maintain K-3 Class Size Reductions.	BPS		Approx. \$400,000 LCFF
	LEA – Wide		



<p>4. Continue to train staff and determine curriculum needs related to the Next Generation Science Standards.</p>			<p>\$3,000 LCFF Base</p>
<p>1. All sites will modify schedules to increase core ELA instructional time and dedicated ELD instruction / intervention time. (Facilitated by hiring of new PE teacher at BPS, transfer of existing PE teacher to full-time at EMS, hiring of an additional Fourth Grade teacher at EMS, and hiring of additional ELA teacher at CHS.)</p> <p>2. Evaluate and adopt dedicated English Language Development (ELD) curriculum.</p> <p>3. ELD support at CHS will be augmented by assigning 1 period of dedicated ELD instruction and an additional hour of bilingual Para-educator support.</p> <p>4. Continue using Bilingual Para-educators to supplement ELA/ELD instruction.</p>	<p>LEA –Wide</p> <p>LEA –Wide</p> <p>CHS</p> <p>BPS &amp; EMS</p>	<p><u>  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  X  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  X  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>\$210,000 LCFF S&amp;C</p> <p>\$30,000 LCFF Base</p> <p>\$15,000 LCFF Base</p> <p>\$40,000 Title III</p>
<p>1. Continue to expand use of Illuminate Data and Assessment Software</p> <p>2. Continue to emphasize and give Teachers frequent feedback on quality research – based instructional techniques.</p>	<p>LEA – Wide</p> <p>LEA-Wide</p>	<p><u>  X  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>\$9,000 LCFF Base</p> <p>No Additional Cost</p>





<p>3. Continue use of para-educators to supplement instruction at Kindergarten and First Grade Levels.</p>	<p>BPS</p>		<p>\$67,000 LCFF Base</p>
<p>4. Continue Wednesday release time to facilitate shared professional learning</p>	<p>LEA-Wide</p>		<p>\$121,000 LCFF Base</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>Scores on SBAC ELA and math will show 5% growth (Average per Cohort), and 10 % growth (Average per Cohort) for FRPL, minority and ELL students.</li> <li>Students completing A-G requirements will increase by 3%</li> <li>Students enrolled in the CHS Environmental Science Academy will continue to comprise &gt;20% of the school population.</li> <li>EL’s who show adequate growth will increase by 5% English Language Learners who are reclassified will increase by 5%</li> <li>AP pass rate (score of 3 or higher) will remain above 70%</li> <li>Students will have access to a broad, and increasing course of study. EC51220</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. CCSS aligned ELA/ELD curriculum will be implemented – year 2. Additional Staff Training and Purchase of necessary Instructional Supplies and Equipment.</p>	<p>LEA-Wide</p>	<p><u>  X  </u> ALL OR:                      ___Low Income pupils ___English Learners                      ___Foster Youth ___Redesignated fluent English proficient                      ___Other Subgroups:(Specify)_____</p>	<p>\$15,000 LCFF Base</p>
<p>2. Maintain K-3 Class Size Reductions.</p>	<p>BPS</p>		<p>Approx. \$400,000 LCFF</p>
<p>3. Continue to train staff and adopt curriculum for the Next Generation Science Standards.</p>	<p>LEA-Wide</p>		<p>\$3,000 LCFF Base</p>



<p>1. <i>Assess impacts of schedule changes which increased core ELA instructional time and dedicated ELD instruction / intervention time.</i></p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> ALL</p>	<p>TBD</p>
<p>2. <i>Implement dedicated English Language Development (ELD) curriculum – year 2.</i></p>	<p>LEA-Wide</p>	<p>OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5,000 LCFF S&amp;C</p>
<p>3. <i>Assess needs for ELD support district-wide.</i></p>	<p>LEA-Wide</p>		<p>TBD</p>
<p>4. <i>Continue using Bilingual Para-educators to supplement ELA/ELD instruction.</i></p>	<p>LEA-Wide</p>		<p>\$40,000 Title III</p>
<p>1. <i>Continue to expand use of Illuminate Data and Assessment Software and Infinite Campus SIS</i></p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$9,000 LCFF Base</p>
<p>2. <i>Continue to emphasize and give Teachers frequent feedback on quality research – based instructional techniques.</i></p>	<p>LEA-Wide</p>	<p>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:(Specify) _____</p>	<p>No Additional Cost</p>
<p>3. <i>Continue use of para-educators to supplement instruction at Kindergarten and First Grade Levels.</i></p>	<p>BPS</p>		<p>\$67,000 LCFF Base</p>
<p>4. <i>Continue Wednesday release time to facilitate shared professional learning</i></p>	<p>LEA-Wide</p>		<p>\$121,000 LCFF Base</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable</p>	<p>1. Scores on SBAC ELA and math will show 5% growth (Average per Cohort), and 10 % growth (Average per Cohort) for FRPL,</p>
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<p>Outcomes:</p>	<p><i>minority and ELL students.</i></p> <ol style="list-style-type: none"> <li>2. Students completing A-G requirements will increase by 3%</li> <li>3. Students enrolled in the CHS Environmental Science Academy will continue to comprise &gt;20% of the school population.</li> <li>4. EL's who show adequate growth will increase by 5% English Language Learners who are reclassified will increase by 5%</li> <li>5. AP pass rate (score of 3 or higher) will remain above 70%</li> <li>6. Students will have access to a broad, and increasing course of study. EC51220</li> </ol>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<ol style="list-style-type: none"> <li>1. <i>Maintain K-3 Class Size Reductions.</i></li> <li>2. <i>Continue to train staff and adopt curriculum for the Next Generation Science Standards.</i></li> </ol>	<p>BPS</p> <p>LEA-Wide</p>	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify) _____</p>	<p>Approx. \$400,000 LCFF</p> <p>\$3,000 LCFF Base</p>
<ol style="list-style-type: none"> <li>1. <i>Continue to assess impacts of schedule changes which increased core ELA instructional time and dedicated ELD instruction / intervention time.</i></li> <li>2. <i>Continue to implement dedicated English Language Development (ELD) curriculum.</i></li> <li>3. <i>Assess needs for ELD support district-wide.</i></li> <li>4. <i>Continue using Bilingual Para-educators to supplement ELA/ELD instruction.</i></li> </ol>	<p>LEA-Wide</p> <p>LEA-Wide</p> <p>LEA-Wide</p> <p>LEA-Wide</p>	<p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> X </u> English Learners</p> <p><u> </u> Foster Youth <u> X </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify) _____</p>	<p>TBD</p> <p>\$5,000 LCFF S&amp;C</p> <p>TBD</p> <p>\$40,000 Title III</p>
<ol style="list-style-type: none"> <li>1. <i>Continue to expand use of Illuminate Data and Assessment Software and Infinite Campus SIS</i></li> <li>2. <i>Continue to emphasize and give Teachers frequent feedback on quality research – based instructional techniques.</i></li> </ol>	<p>LEA-Wide</p> <p>LEA-Wide</p>	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify) _____</p>	<p>\$9,000 LCFF Base</p> <p>No Additional Cost</p>



<p>3. <i>Continue use of para-educators to supplement instruction at Kindergarten and First Grade Levels.</i></p> <p>4. <i>Continue Wednesday release time to facilitate shared professional learning</i></p>	<p>BPS</p> <p>LEA-Wide</p>	<p></p>	<p>\$67,000 LCFF Base</p> <p>\$121,000 LCFF Base</p>
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GOAL:	#2: Improve the atmosphere in our schools, and the communication between home & school.		Related State and/or Local Priorities: 1X 2_X 3_X 4__ 5X 6_X 7X 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Parents, the Community, Students and Staff expect the atmosphere in our schools to be safe, orderly, conducive to learning, high quality, and transparent. Engagement of parents overall is lower than desired, and there is a trend toward less parental engagement as students progress through the system..		
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL	
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	1. All teachers will be appropriately credentialed and assigned. 2. Students will be provided CCSS aligned instructional materials in sufficient quantities at all levels. 3. Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs, DLAC) 4. School attendance rates will remain above 95% 5. Number of students Chronically absent will decrease by 10% (As measured by DART Referrals) 6. Middle school and High School dropout rates will decrease by 3% 7. High School Graduation rate will increase by 5% 8. Pupil suspensions will decrease by 5% and expulsions will remain below 1% of the student population. 9. Student, Staff, and Parent surveys will indicate positive and improving perceptions of school safety and atmosphere.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1. Continue to focus on hiring and retaining fully credentialed teachers.	LEA-Wide	<u> X </u> ALL	No Additional Costs
2. Continue to insure that instructional materials are supplied in sufficient quantities.	LEA-Wide	OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$15,000 LCFF Base



1. Continue with current efforts to reduce truancy and suspensions.	LEA –Wide	<u>  X  </u> ALL	TBD
	LEA-Wide	OR: __Low Income pupils <u>  X  </u> English Learners __Foster Youth <u>  X  </u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	TBD
2. Continue with current efforts and look for additional ways to expand celebrations of learning and achievement.	LEA-Wide		
1. Assess, through Surveys, parent and community perceptions of our success in this area. Change policy and practice as needed.	LEA – Wide	<u>  X  </u> ALL	TBD
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. All teachers will be appropriately credentialed and assigned.</li> <li>2. Students will be provided CCSS aligned instructional materials in sufficient quantities at all levels.</li> <li>3. Parent involvement will increase at both site level and district level committees (Site Councils, ELAC’s, Parent Clubs, DLAC)</li> <li>4. School attendance rates will remain above 95%</li> <li>5. Number of students Chronically absent will decrease by 10% (As Measured by DART Referrals)</li> <li>6. Middle school and High School dropout rates will decrease by 3%</li> <li>7. High School Graduation rate will increase by 5%</li> <li>8. Pupil suspensions will decrease by 4% and expulsions will remain below 1% of the student population.</li> <li>9. Student, Staff, and Parent surveys will indicate positive and improving perceptions of school safety and atmosphere.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to focus on hiring and retaining fully credentialed teachers.	LEA-Wide	<u>  X  </u> ALL	No Additional Costs
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Continue to insure that instructional materials are supplied in sufficient quantities.	LEA-Wide		\$15,000 LCFF Base



<p>1. Continue with current efforts to reduce truancy and suspensions.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL 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:(Specify) _____</p>	<p>TBD</p>
<p>2. Continue with current efforts and look for additional ways to expand celebrations of learning and achievement.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> ALL 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:(Specify) _____</p>	<p>TBD</p>
<p>1. Assess, through Surveys, parent and community perceptions of our success in this area. Change policy and practice as needed.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL 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:(Specify) _____</p>	<p>TBD</p>
<p><b>LCAP Year 3: 2018-19</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>All teachers will be appropriately credentialed and assigned.</li> <li>Students will be provided CCSS aligned instructional materials in sufficient quantities at all levels.</li> <li>Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs, DLAC)</li> <li>School attendance rates will remain above 95%</li> <li>Number of students Chronically absent will decrease by 5% (As Measured by DART Referrals)</li> <li>Middle school and High School dropout rates will decrease by 3%</li> <li>High School Graduation rate will increase by 5%</li> <li>Pupil suspensions will decrease by 3% and expulsions will remain below 1% of the student population.</li> <li>Student, Staff, and Parent surveys will indicate positive and improving perceptions of school safety and atmosphere.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>1. Continue to focus on hiring and retaining fully credentialed teachers.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>No additional Costs</p>



<p>2. Continue to insure that instructional materials are supplied in sufficient quantities.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$15,000 LCFF Base</p>
<p>1. Continue with current efforts to reduce truancy and suspensions.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>TBD</p>
<p>2. Continue with current efforts and look for additional ways to expand celebrations of learning and achievement.</p>	<p>LEA-Wide</p>	<p>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: (Specify) _____</p>	<p>TBD</p>
<p>1. Assess, through Surveys, parent and community perceptions of our success in this area. Change policy and practice as needed.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> ALL</p> <p>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: (Specify) _____</p>	<p>TBD</p>





<b>GOAL:</b>	<b>#3: Improved access to, and use of, instructional technology and modern facilities.</b>	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
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<b>Identified Need :</b>	Access to computers for students is not at the desired level. Testing and tech-based instructions are limited because access to computers is limited. Facilities are dated and in great need of modernization
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<b>Goal Applies to:</b>	Schools: ALL
	Applicable Pupil Subgroups: ALL

**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	1. Student access to computers will increase at all levels 2. Electronic communication between school and home will increase 3. Instructional use of technology will increase at all levels 4. General condition of facilities will improve as detailed in the facilities master plan
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Assess needs and purchase additional lab sets of computers at each site. (Laptops, Chromebooks, or Tablets)	LEA –Wide	<u>  X  </u> ALL	\$100,000 Title I
2. Train staff in use of added technology.	LEA –Wide		\$10,000 Title I
3. Monitor technology usage and encourage implementation in all classrooms.	LEA – Wide		No Additional Costs
4. Purchase a systemic Student Information software program for record keeping and communication between home and school. Train staff on implementation and use.	LEA –Wide	OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$35,000 LCFF Base
5. Add necessary wireless nodes, switches and routers as	LEA – Wide		\$12,000 LCFF Base



<p>required to insure access is fast and reliable in all district facilities.</p>			
<p>1. Complete Phase 1 Scope of Work: repair/modernize Life/safety systems, HVAC systems, playgrounds, and other projects from the approved Bond list.</p>	<p>LEA –Wide</p>	<p><u>  X  </u> ALL                  OR:                  ___ Low Income pupils ___ English Learners                  ___ Foster Youth ___ Redesignated fluent English proficient                  ___ Other Subgroups:(Specify) _____</p>	<p>\$6,500,000                  Measure A                  Bond                  Developer Fees</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Student access to computers will increase at all levels</li> <li>2. Electronic communication between school and home will increase</li> <li>3. Instructional use of technology will increase at all levels</li> <li>4. General condition of facilities will improve as detailed in the facilities master plan</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Assess needs and purchase additional lab sets of computers at each site. (Laptops, Chromebooks, or Tablets)</p>	<p>LEA –Wide</p>	<p><u>  X  </u> ALL                  OR:                  ___ Low Income pupils ___ English Learners                  ___ Foster Youth ___ Redesignated fluent English proficient                  ___ Other Subgroups:(Specify) _____</p>	<p>TBD – as budget allows</p>
<p>2. Train staff in use of added technology.</p>	<p>LEA –Wide</p>		<p>TBD</p>
<p>3. Monitor technology usage and encourage implementation in all classrooms.</p>	<p>LEA – Wide</p>		<p>TBD</p>



<p>4. Purchase a systemic Student Information software program for record keeping and communication between home and school. Train staff on implementation and use.</p>	<p>LEA –Wide</p>		<p>\$19,000 / year ongoing LCFF Base</p>
<p>5. Add necessary wireless nodes, switches and routers as required to insure access is fast and reliable in all district facilities.</p>	<p>LEA – Wide</p>		
<p>1. Continue with improvement projects as possible, using prioritized list of projects from Facilities Master Plan.</p> <p>2. Determine whether the District is ready to pursue another Modernization Bond. If yes, plan and hold election and implement planned activities as detailed in the ballot wording.</p>	<p>LEA –Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$100,000 LCFF Base</p> <p>TBD</p>
<p><b>LCAP Year 3: 2018-19</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>1. Student access to computers will increase at all levels</p> <p>2. Electronic communication between school and home will increase</p> <p>3. Instructional use of technology will increase at all levels</p> <p>4. General condition of facilities will improve as detailed in the facilities master plan</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Assess needs and purchase additional lab sets of computers at each site. (Laptops, Chromebooks, or Tablets)</p>	<p>LEA –Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>TBD – as budget allows</p>



<p>2. Train staff in use of added technology.</p> <p>3. Monitor technology usage and encourage implementation in all classrooms.</p> <p>4. Purchase a systemic Student Information software program for record keeping and communication between home and school. Train staff on implementation and use.</p> <p>5. Add necessary wireless nodes, switches and routers as required to insure access is fast and reliable in all district facilities.</p>	<p>LEA –Wide</p> <p>LEA – Wide</p> <p>LEA –Wide</p> <p>LEA – Wide</p>	<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>TBD</p> <p>TBD</p> <p>TBD</p> <p>TBD</p>
<p>1. Continue with improvement projects as possible, using prioritized list of projects from Facilities Master Plan.</p> <p>2. Implement Bond Modernization Projects as planned – if another bond measure passes in 2018.</p>	<p>LEA – Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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: (Specify) _____</p>	<p>\$100,000 LCFF Base</p> <p>TBD</p>

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

Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the



effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

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



<p>Original GOAL from prior year LCAP:</p>	<p><b>GOAL #1: Improve student achievement and close achievement gaps.</b></p>		<p>Related State and/or Local Priorities:                  1__x 2__ 3__ 4__x 5__x 6__ 7__x                  8__x                  COE only: 9__ 10__                  Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: _____                  Applicable Pupil Subgroups: _____</p>		
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>CST – Science, and CAASPP ELA &amp; Math Scores will increase by 5% overall with a 10% increase in scores for our FRL, minority and ELL students.</p> <p>Students completing A-G requirements will increase by 3%</p> <p>Students enrolled in the CHS Environmental Science Academy will comprise &gt;20% of the school population.</p> <p>EL’s who become Proficient will increase by 5% English Language Learners who are reclassified will increase by 7%</p> <p>AP pass rate (score of 3 or higher) will be above 70%</p> <p>Implementation of CCSS aligned instruction will increase at each level</p> <p>Students will have access to a broad, and increasing course of study. EC51220</p>	<p><b>Actual Annual Measurable Outcomes:</b></p>	<p>CST and SBAC scores are not comparable. Closed gap with State Average by 5% or more in 71% of the ELA SBAC Assessments. 39% of the assessments saw gap closure, but less than the 5% target. Closed gap with State Average by 5% or more in 100% of the Math SBAC Assessments.</p> <p>In 2014 the percentage of students completing A-G requirements was 31% in 2015 the percentage was 41%.</p> <p>In 2015/16 the percentage of students enrolled in the ESA was 30.4%.</p> <p>EL’s who become Proficient increased from 1% to 2% English Language Learners who are reclassified increased from 5.9% to 9%</p> <p>AP Pass rate (3+) in 2015 was 35 % in 2014 the percentage was 53%.</p> <p>Principal observations indicate greater CCSS alignment at all levels.</p> <p>Offerings have increased / changed at all sites.</p>



LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to focus on quality teaching methods and creating teaching plans to incorporate use of new K-8 Math instructional materials.	\$50,000 Title I Improvement Grant	Teachers created teaching intervention plans incorporating use of new K-8 Math instructional materials.	\$55,000 Title I Improvement Grant
Train Staff and offer additional compensated work time for these tasks.	\$40,000 Title I / \$20,000 LCFF	Train Staff and offer additional compensated work time for these tasks.	\$40,000 Title I / \$15,000 LCFF
Continue training on Common Core State Standards and Next Generation Science Standards. Additional training on Data Use	In PLCs – no added cost	Continued training on Common Core State Standards and Next Generation Science Standards. Additional training on Data Use – Illuminate software.	In PLCs – no added cost
Additional tutoring at k-6 levels – addition of 5 Instructional Aides at 1st Grade for implementation of Frontloading Learning process.	\$74,000 LCFF	Addition of 5 Instructional Aides at 1st Grade for implementation of Frontloading Learning process.	\$74,000 LCFF
Addition of Spanish & Intervention classes at CHS	\$33,500	Addition of Spanish & Intervention classes at CHS.	\$33,500
Additional ½ Teacher at Home School	\$33,500	Additional 1FTE Teacher at Home School	\$33,500
Continued focus on maintaining small class sizes (at or below 24/1 ratio) - Addition of 1st and 3rd Grade Teachers in 2015/16	\$267,000 ongoing and \$134,000 LCFF	Continued focus on maintaining small class sizes (at or below 24/1 ratio) - Addition of 1st and 3rd Grade Teachers in 2015/16	\$267,000 ongoing and \$134,000 LCFF
Possible Addition of Physical Education Specialist	\$67,000 LCFF	Addition of Physical Education Specialist teacher K-6.	\$67,000 LCFF



teacher K-6.				
Scope of service:	LEA - Wide		Scope of service:	LEA - Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
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:(Specify) _____			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:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

Original GOAL from prior year LCAP:	GOAL #2: Maintain and improve the atmosphere in our schools, and the communication between home and school.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 ___ 5 <input checked="" type="checkbox"/> 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	All teachers will be appropriately credentialed and assigned.  Students will be provided CCSS aligned instructional materials in sufficient quantities at all levels.  Parent involvement will increase at both site level and	Actual Annual Measurable Outcomes:	95% of teachers appropriately credentialed and assigned.  No Williams Act complaints regarding instructional material sufficiency.  Anecdotal evidence / observations indicate that parent





	<p>district level committees (Site Councils, ELAC’s, Parent Clubs, DLAC)</p> <p>School attendance rates will remain above 95%</p> <p>Number of students Chronically absent will decrease by 10%</p> <p>Middle school and High School dropout rates will decrease by 3%</p> <p>High School Graduation rate will increase by 5%</p> <p>Pupil suspensions will decrease by 10% and expulsions will remain below 1% of the student population.</p> <p>Student, Staff, and Parent surveys will indicate positive and improving perceptions of school safety and atmosphere.</p>		<p>involvement increased at both site level and district level committees (Site Councils, ELAC’s, Parent Clubs, DLAC)</p> <p>School attendance rates for general education sites remained above 95%</p> <p>Did not track chronic absences specifically but ADA went up by 20+ students.</p> <p>Annual Adjusted 9-12 dropout rate fell from 6.5% to 4.5%, a 2%</p> <p>Final numbers not yet published School data indicate goal met.</p> <p>Suspensions for 2014/15 remained 10% and expulsions were at 0.3% of the student population.</p> <p>Student, Staff, and Parent surveys indicate positive and improving perceptions of school safety and atmosphere.</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to focus on hiring and retaining fully credentialed teachers.	\$585,000 in ongoing costs from Salary increase approved in 2014/15 LCFF	Continued to focus on hiring and retaining fully credentialed teachers.	\$245,180 in ongoing costs from Salary increases approved in 2015/16.



<p>Continue to insure that instructional materials are supplied in sufficient quantities.</p>	<p>\$15,000 for replacement and additional materials LCFF</p>	<p>Continued to insure that instructional materials are supplied in sufficient quantities.</p>	<p>Approx. \$13,000 for replacement and additional materials LCFF</p>
<p>Continue with current efforts to reduce truancy and suspensions. Collaborate with other governmental entities to revitalize Student Attendance Review Board. Assist Police Department in efforts to secure School Resource Officer</p>	<p>\$25,000 for COPS Grant CUSD match and attendance incentives at each site. LCFF</p>	<p>Held District Attendance Review Team Hearings three times during the year. Efforts to reduce truancy and suspensions yielded a mixture of collaborate with other governmental entities. Police Department did not require match funding to secure School Resource Officer.</p>	<p>No request for funding from CPD.</p>
<p>Continue with current efforts and look for ways to expand celebrations of learning and achievement. Revise policy to include AB 420 Suspension Reduction Language.</p>	<p>No additional costs. No additional costs.</p>	<p>Continue with current efforts and look for ways to expand celebrations of learning and achievement. Revised policy to include AB 420 Suspension Reduction Language.</p>	<p>No additional Costs</p>
<p>Explore implementation of Positive Behavior Interventions and Supports – or similar research based program.</p>	<p>\$5,000 / site for training + \$400 / site for tracking software \$16,200 District-Wide LCFF</p>	<p>Upon further discussion, the Administrative Team decided that current efforts are sufficient without formally implementing Positive Behavior Interventions and Supports.</p>	<p>No Costs</p>
<p>Assess, through Surveys, parent and community perceptions of our success in this area. Change policy and practice as needed.</p>	<p>\$250 for online survey tool LCFF Other costs TBD</p>	<p>Surveys, parent, staffand community perceptions of our success in this area. Change policy and practice as needed.</p>	<p>\$2,000 for site generated and HKC surveys and reports.</p>



Scope of service:	LEA – Wide	Scope of service:	LEA – Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
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:(Specify)_____		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:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			
Original GOAL from prior year LCAP:	GOAL #3: Improved access to, and use of, instructional technology and modern facilities.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	Student access to computers will increase at all levels  Network capacity will increase to a level sufficient to serve instructional and assessment needs  Electronic communication between school and home will increase	Actual Annual Measurable Outcomes:	Student access to computers has increased significantly at all levels.  Network capacity increased to a level sufficient to serve instructional and assessment needs (LAN Speed = 1GB).  Electronic communication between school and home has increased. One example is the CHS App, others are increased



			use of portals and emails for school-to-home communication.
	Instructional use of technology will increase at all levels		Instructional use of technology has increased at all levels
	General condition of facilities will improve as detailed in the facilities master plan		General condition of facilities has improved as planned.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Assess needs and purchase additional lab sets of computers at each site. (Laptops, Chromebooks, or Tablets)	\$78,000 General Fund	Purchased additional lab sets of devices at each site, and additional wireless nodes. (Approx. 150 Chromebooks / Tablets)	\$70,000
Train staff in use of added technology.	\$5,000 LCFF	Trained staff in use of added technology – small groups.	\$6,000
Monitor technology usage and encourage implementation in all classrooms.	No additional costs	Administrator encouraged technology use in all classrooms. Observations indicate that teachers are including use as fast as the tech becomes available.	No additional costs
Purchase a systemic Student Information software program for record keeping and communication between home and school. Train staff on implementation and use.	\$27,000 LCFF	Purchase of Student Information software program delayed because of concerns about overloading staff with new tasks.	No costs
Increase network speed to 1GB at each site.	\$36,000 LCFF	Network speed increased to 1GB at each site during summer of 2015.	\$34,000
Add necessary wireless nodes, switches and routers as	\$20,000 LCFF	Added necessary wireless nodes, switches and routers as	\$22,000



required to ensure access is fast and reliable in all district facilities.  Implement Facilities Master Plan Phase 1 Scope of Work: repair/modernize Life/safety systems, HVAC systems, playgrounds, and other projects from the approved Bond list.		\$1,200,000 Bond / Developer Fee Funds	required to insure access is fast and reliable in all district facilities.  Scope of bond projects identified, defined, and have been or are currently in the bidding process. Some smaller projects are already complete, with the majority of the construction scheduled for summer 2016.	\$731,000
Scope of service:	LEA – Wide		Scope of service:	LEA – Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
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:(Specify)_____			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:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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



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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$1,192,020
<p><b>A review of the literature, and the consensus of our school community supports the efforts to spend additional funding district-wide. Early results, though inconclusive, indicate that the district’s improvement efforts are showing advances in student achievement. Our focus is now shifting slightly to emphasize closing the achievement gaps between student sub-groups. However, we know that the quality of our instruction, alignment of the curriculum to CCSS, use of data, PLC practices, and maintaining our focus on achievement, remain key components of that goal.</b></p> <p><b>Our Unduplicated Pupil Percentage is 70.76% three year average and 70.34% one year.</b></p> <p><b>The research of Genesee, Lindholm-Leary, Saunders and Christian, (<i>Educating English Language Learners, 2006. Center for research on Education Diversity and Excellence. US Department of Education, Institute of Education Sciences.</i>) details the components of effective ELL instruction. Below are findings from that research and the CUSD Action Items which align.</b></p> <p><b>Finding: Acquisition of a second language is dependent on quality direct instruction;</b>  <i>State approved English Language Arts (ELA) Curriculum will be evaluated and a series recommended to the board for approval / adoption in February 2017. \$125,000 LCFF Base</i>  <i>Maintain K-3 Class Size Reductions. Approx. \$400,000 LCFF</i>  <i>ELD support at CHS will be augmented by assigning 1 period of dedicated ELD instruction and an additional hour of bilingual Para-</i></p>	



*educator support. \$15,000 LCFF Base*

*Continue using Bilingual Para-educators to supplement ELA/ELD instruction. \$40,000 Title III*

*Continue use of para-educators to supplement instruction at Kindergarten and First Grade Levels. \$67,000 LCFF Base*

**Finding: What matters in ELD changes as student's literacy skills progress;**

*Evaluate and adopt dedicated English Language Development (ELD) curriculum. \$30,000 LCFF Base*

*All sites will modify schedules to increase core ELA instructional time and dedicated ELD instruction / intervention time. (Facilitated by hiring of new PE teacher at BPS, transfer of existing PE teacher to full-time at EMS, hiring of an additional Fourth Grade teacher at EMS, and hiring of additional ELA teacher at CHS.) \$210,000 LCFF S&C*

**Finding: The focus needs to be on developing functional literacy in all areas;**

*CCSS aligned math curriculum will be implemented – year 2. Additional Staff Training and Purchase of necessary Instructional Supplies and Equipment. \$15,000 LCFF Base*

*Continue to train staff and determine curriculum needs related to the Next Generation Science Standards. \$3,000 LCFF Base*

**The world's best-performing school systems recognize that the quality of instruction students receive in their classrooms is the most important variable in student achievement. *Leaders of Learning: how District, School, and Classroom Leaders Improve Student Achievement.* DuFour & Marzano. 2011. Solution Tree Press.**

*Continue to expand use of Illuminate Data and Assessment Software \$9,000 LCFF Base*

*Continue to emphasize and give Teachers frequent feedback on quality research – based instructional techniques. No Additional Cost*

*Continue Wednesday release time to facilitate shared professional learning. \$121,000 LCFF Base*

**Evidence points to a correlation between technology and achievement. One particular study (*Does computer-assisted learning improve learning outcomes?* Lai, Luo, Zhan, Huang, Rozell. Freeman Spongli Institute for International Studies, Stanford University. 2015.) indicates that children from low income families see particularly positive results.**

*Assess needs and purchase additional lab sets of computers at each site. (Laptops, Chromebooks, or Tablets) \$100,000 Title I*

*Train staff in use of added technology. \$10,000 Title I*

*Monitor technology usage and encourage implementation in all classrooms. No Additional Costs.*

Purchase a systemic Student Information software program for record keeping and communication between home and school. Train staff on implementation and use. \$35,000 LCFF Base  
 Add necessary wireless nodes, switches and routers as required to insure access is fast and reliable in all district facilities. \$12,000 LCFF Base

**Hopland & Nyhus. (2015) "Does student satisfaction with school facilities affect exam results?: An empirical Investigation", Facilities, Vol. 33 Iss: 13/14, pp.760 – 774. found a significant relationship between satisfaction with school facilities and assessment results.**

Complete Phase 1 Scope of Work: repair/modernize Life/safety systems, HVAC systems, playgrounds, and other projects from the approved Bond list. \$6,500,000 Measure A Bond & Developer Fees

- 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.

10.23	%
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**Support and Services added in 15-16 that are in addition to those added 15-16 and earlier:**

- Additional K- 3 PE Specialist added at Burchfield Primary School to ensure dedicated ELA / ELD time in schedule is uninterrupted and to enhance PE delivery. \$70,000 LCFF
- Additional 4<sup>th</sup> Grade Teacher added at Egling Middle School to ensure reasonable class sizes and provide more individualized





instruction – ELA / ELD focus. \$70,000 LCFF

- Additional CHS ELA Teacher added to ensure reasonable class sizes and provide more individualized instruction – ELA / ELD focus. \$70,000 LCFF
- Adopt CCSS aligned ELA Curriculum and ELD Curriculum. \$125,000 LCFF

**The costs in this section total \$335,000 directly focused on increasing and/or improve services for unduplicated pupils as compared to the services provided to all pupils. (10.23% MPP = \$121,944)**

#### Research Referenced

- *Making ELD a priority by providing additional support for EL students increase the likelihood of sustained increases in student achievement.* Parrish, Libquanti, et.al:
- *Effects of Implementation of Proposition 227: A Five year evaluation:* AIR & WestEd: 2006 Teaching assistants can be effective if they are utilized correctly. See Making Best Use of Teaching Assistants, Saharies, j. , Webster, R., & Blatchford, P. 2015
- *Effective EL Teachers Providing Additional Staff increases ELD growth.* Tong,F. et. Al. American Educational Research Journal: December 2008 B. Stecher, et.al., What we have Learned about CSR in California. AIR 2002.

### LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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



- (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).



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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

01-13-15 [California Department of Education]

