

**§ 15497. Local Control and Accountability Plan and Annual Update Template.****Introduction:**

LEA: Colusa Unified School District

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LCAP Year: 2014 / 2015

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

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

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

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

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

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

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

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

### **State Priorities**

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

#### A. Conditions of Learning:

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

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

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

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

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

#### B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p><b>Background:</b> The mission of Colusa Unified School District is to provide a <u>safe, student-centered, high quality education</u> to <u>ALL</u> students.</p> <p><b>Definitions:</b></p> <p><u>Safe-</u></p> <ul style="list-style-type: none"> <li>• Physically safe</li> <li>• Emotionally and psychologically safe</li> <li>• Intellectually safe</li> </ul> <p><u>Student Centered-</u></p> <ul style="list-style-type: none"> <li>• To provide a truly student centered education we must put the needs of students above all else. In practical terms a student centered education demands that effort and commitment are not enough, we take a no excuses attitude and find ways to meet the needs of our students.</li> <li>• Student needs come first.               <ul style="list-style-type: none"> <li>• If it’s necessary for student safety, we do it.</li> <li>• If it’s necessary for student learning, we do it.</li> <li>• If it’s necessary for student success, we do it.</li> <li>• If it’s necessary for student health, we do it.</li> <li>• If it’s better for the students, but more effort for the adults, we do it.</li> </ul> </li> </ul>	<p><b>Question 4. What changes or impacts did the engagement process cause?</b></p> <p><b>Context:</b> Colusa Unified School District is located approximately 60 miles north of Scaramento. The community is the county seat for Colusa County, making access to support agencies very convenient. Colusa has a population of 5600. Most of the population is employed in agriculture and the town is considered a family-centered community. The district is comprised of three schools serving kindergarten through twelfth grade and two alternative education programs (Colusa Alternative High School and Colusa Alternative Home School) :</p> <p>TK-3 Burchfield Elementary School 4-8 Egling Middle School 9-12 Colusa High School/Colusa Alternative High School / Colusa Alternative Home School</p> <p>Burchfield Elementary School serves 466students and consists of 25 classrooms and a library media center. The student body is 65% Hispanic, 28% white and a small percentage of African American and American Indian. The percentage of English</p>

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p><u>High Quality Education-</u></p> <ul style="list-style-type: none"><li>• A high quality education requires excellent instruction. Lessons aligned with standards, engaging, well planned, expertly delivered, fairly and frequently assessed.</li><li>• Expectations for learning are deeper than they are broad. We teach higher level thinking skills and demand authentic demonstrations of skill mastery.</li><li>• Our expectations for students are at the highest levels. We don't aspire to be average, we aspire to be the best. Students should be expected to master the content. Which means that we don't expect our average student to know an average amount, we work until every student understands the content in a deep and meaningful way.</li><li>• Every student should be on a trajectory to achieve at the top, whether it be measured by a standardized test, an art competition, or an athletic contest. This implies that we commit to constantly improving ourselves, and dedicate ourselves to becoming individually and organizationally excellent.</li><li>• In order to provide a truly high quality education, every staff member must be working to constantly improve their skills. We require expertise of ourselves, and depend upon one another to help grow our skill set.</li></ul> <p><u>ALL Students-</u></p> <ul style="list-style-type: none"><li>• We take responsibility for all students in our system, and work collaboratively to build an ever improving system which focuses on achievement growth.</li><li>• We recognize that students come to us at different levels of achievement. But hold a shared commitment to finding ways to eliminate achievement gaps.</li><li>• Our students come from a variety of cultural and social backgrounds. We constantly work to use this diversity to</li></ul>	<p>Learners is significant, totaling 46% of the students, as is the percentage of students on free/reduced lunch at 65%. Burchfield Elementary School staff and community strive to work together to create programs and deliver instruction which builds the foundation necessary for educational success. For every student, there is a strong focus on a well-balanced education with high standards aimed at excellence and student empowerment. Parents play very important roles through their active participation and involvement in the school site councils, various annual events and special activities, and volunteering their service in and out of the classroom. Burchfield Elementary has a strong whole-school family atmosphere with an emphasis on common values for all. Interventions such as after-school programs, reading specialists, in-school tutoring, and summer school are offered for students who have been retained or are at risk of being retained.</p> <p>Egling Middle School serves 502 students and consists of 28 classrooms, a 4-6 library media center, a 7-8 library media center, and 3 computer labs of between 15–30 computers each. The student body is 32% white, 60% Hispanic, 6% American Indian and a small percentage of African American, Asian and Pacific Islander. The percentage of English Learners and students on free/reduced lunch is significant at 27% and 65% respectively. Egling Middle School staff is very cohesive and articulates well through grades 4-8. The school also benefits from strong parent support in site council, PTA, Friends of Music, and various other entities. Students in this school benefit from a well-balanced academic intervention program, as well as a variety of opportunities in music, activities and athletics. It is the culture of this school to honor academic and activity achievement through many special functions. Retained and at-risk students have options of after-school tutoring and summer school.</p>

Involvement Process	Impact on LCAP
<p>strengthen our system.</p> <p>Our vision is to provide, in cooperation with our families, an excellent, well-balanced education where students gain skills necessary for success in an ever-changing world.</p> <ul style="list-style-type: none"> <li>• Cooperation with our families means we set a goal of 100% of our parents actively engaged in their student’s education.</li> <li>• An excellent education means we expect our students to achieve at above average levels. We are not satisfied with good, we strive for, plan for, and get great achievement. We expect students to be able to demonstrate their learning in multiple ways: on standardized tests, in classroom work, at school, and in our community.</li> <li>• A well - balanced education combines academics and activities. It introduces students to academics, arts and real world experiences as well as providing the foundational skills necessary for success in post-secondary learning or in the world of work.</li> <li>• Notice that we do not say students “...have an opportunity to gain necessary skills,” our vision is to insure that every student has the skills necessary. We value effort but expect results.</li> <li>• The skills we feel necessary are those skills which have been identified as keys to success in the 21st Century: Critical Thinking and Reasoning, Information Literacy, Collaboration, Self-Direction, and Creativity.</li> </ul> <p><b>Questions 1, 2, and 5. How have Stakeholders been engaged in development of the LCAP, and has the process allowed authentic engagement?</b></p> <p><u>District Instructional Staff</u> – On the second Tuesday of every month, the Superintendent holds collaboration meetings with instructional staff.</p>	<p>Colusa High School, Colusa Alternative High School and Colusa Home School serve a combined population of 451students. Colusa High School serves 345, of which 41% are white, 53% are Hispanic, and a small percentage of African American, Asian, American Indian and Pacific Islander. Colusa USD alternative education programs (Colusa Alternative High School, Independent Study, and Colusa Home School) make up the remainder of this population. English Language Learners are somewhat significant here as they total 13% of the population, as are students on free/reduced lunch as they total 50%. CHS has a number of vocational and academic tracks available to students; these include strong Agriculture and Business programs, as well as an Environmental Science Academy. Students are also exposed to well-balanced activities and athletic programs. Colusa Home School program employs teachers to serve a K-12 population of home-schooled and independent study students. This program has grown significantly and now includes a center for students to utilize for extra assistance. All CUSD schools allow home school students to access programs and activities, thus giving this population many opportunities. The CHS campus, which houses the comprehensive school program and the alternative high school also qualifies for the district’s current modernization activities. Additionally, students are afforded targeted tutoring and summer school opportunities.</p> <p>CUSD is committed to the notions of transparency, collaboration and community engagement. We realize that our stakeholders have a real, concrete interest in the operation of our schools. Last year the district undertook a planning process which, while it predated the LCAP, had many factors in common with the LCAP. Community meetings, meetings with staff and students, and input from various community groups all were used to gather ideas for improvement.</p>

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>During the January, February, and March, the focus of those meetings was to present information and discuss improvement strategies. The format of those meetings were a blend of instruction to staff on the LCFF and LCAP, data analysis, and brainstorming improvement strategies.</p> <p>Building principals also focused on improvement strategies during staff meetings using a similar approach. There is an open “door policy” in the district in regards to sending improvement ideas to the administration, and staff have, on several occasions, sent suggestions directly to the Superintendent. Additionally, Nutrition Services, Maintenance and Transportation and Business Services directors solicited input from their staff in regards to district improvement ideas.</p> <p>The ideas submitted from each group were compiled by the administration team (Principals and Superintendent) and the resulting data assessed in terms of commonalities and practicality.</p> <p>The district adopted a new method of creating site budgets this year. Using a process called “Zero Based Budgeting” staff were challenged to discard the historical budgets that have been the norm, and build a budget based on two key concepts: 1. The needs related to adoption of the Common Core State Standards, and 2. The needs related to ideas for improvement. The district is committed to continuing this effort because it empowers teachers and other “front line” personnel; it respects and values the professional opinions and observations of those most closely engaged with the students; and it allows the entire district to tightly align resources with priorities.</p> <p><b>Organizations Representing English Learner Parents</b> The Altami Learning Center is a hub of activity and advocacy for the Hispanic / Latino families in our community. The Superintendent held three meetings with the ALC staff and interested parents during the course of this year. The purposes of those meetings were:</p> <ul style="list-style-type: none"><li>• To expand district connections to a historically under-represented population in our community.</li><li>• To encourage greater parental involvement in school activities and governance.</li></ul>	<p>From the ideas generated in those early meetings, the district generated a clear mission and vision, codified its shared values, and set some specific short term goals. We also generated a five-year strategic plan that was less specific in terms of Goals, but expressed what we felt were the most important areas to address in terms of our improvement efforts. Those strategic plan goals are:</p> <ol style="list-style-type: none"><li><b>1. Improving student achievement and closing the existing achievement gaps.</b><ol style="list-style-type: none"><li>a) Improving classroom instruction.</li><li>b) Incorporation of the Common Core State Standards into our curriculum.</li><li>c) Improving systemic assessments and the system of interventions for students not learning as expected.</li></ol></li><li><b>2. Maintaining and improving on the educational atmosphere in our schools.</b></li><li><b>3. Maintaining and improving school-to-home communication.</b></li><li><b>4. Building a functional and reliable education technology infrastructure.</b></li><li><b>5. Assessing our facility needs.</b></li></ol> <p>Throughout the process of building our LCAP, we have continuously re-evaluated whether these items needed to remain priorities for the district, and whether the order of priority should change.</p> <p>There is much overlap of the goals set by the State, and the CUSD goals formulated last year. As we have talked to stakeholders, there is a sense of support for continuing on our current track. None of the groups we talked to had any suggestions which were a radical departure from our current trajectory. More often we</p>

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"><li>• To build relationships and seek opportunities for collaboration.</li><li>• To gather input about how the district could better serve the needs of Hispanic / Latino and English Language Learner Students.</li></ul> <p>Comments and suggestions from those meetings were recorded and incorporated into the LCAP creation process.</p> <p><b>English Learner Parents</b> The District English Language Acquisition Committee meets the last Monday of each month during the school year. In the January meeting, part of the agenda was dedicated to assessing data about ELL student performance. In February an activity related to formulating improvement strategies was begun, and it finished in March with a voting process which identified the committee’s top five prioritized improvement suggestions. These ideas were incorporated with other suggestions and included in the district LCAP. The DLAC reviewed the draft LCAP in April, and again in May. The Superintendent responded with a written reply that was included as part of the May meeting. Comments and ideas were again brought back to the District Leadership Team for consideration and modification of the LCAP final draft.</p> <p><b>Students</b> Student survey results were one point of information used to formulate the LCAP. The more direct process occurred from March 17 – 20, 2014. During the first three of those dates, the teacher in charge of the Colusa High School Leadership Class presented information to the students on the LCFF and LCAP, and asked students to generate questions and ideas. On March 20, 2014 the Superintendent met with the CHS Leadership Class to hear those ideas, and also lead students in a further activity which documented their thoughts about what the district was already doing well, and where the district might improve services to students. The results of that discussion were presented to District Leadership Team, and the Board of Education. A draft of the LCAP was sent to the teacher to present to the students for additional comments. Those comments were also considered by the DLT and Board during formation of the final LCAP.</p>	<p>heard suggestions which advised minor adjustments to our plan, and encouraged the district leadership to “keep pushing” toward achieving our vision of excellence.</p> <p><b>Question 6. Annual Update: School Year 14/15 is the baseline year for LCAP implementation.</b> No data as yet exists about how the LCFF process has improved outcomes for pupils.</p> <p>For the current year, and the 14/15 School Year the district will use:</p> <ul style="list-style-type: none"><li>• Grade Level Assessments (Unit tests, writing samples, grades, GPA, etc.)</li><li>• Normed benchmark assessments (Star Reading, Star Math, Basic Phonics Skills Test, etc.)</li><li>• Attendance and Behavioral data</li><li>• Survey results and comments from parents / community members</li></ul> <p>to measure student growth and achievement.</p>



<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p><b>County Office of Education and neighboring districts</b> The County Superintendent of Schools and the four district superintendents meet monthly to discuss business, make plans and coordinate activities. The LCAP and planning have been topics of discussion since the template was released. Ideas shared have been brought back, and incorporated into CUSD planning.</p> <p><b>Community and Parents</b> Each school in CUSD generates a monthly newsletter. As part of the effort to communicate effectively with parents, these newsletters invite participation in the various advisory committees. The school site based committees generate improvement ideas which are then passed on to the district level and become incorporated into the planning. Some of the ideas are site based, and those actions will be incorporated into the single plan for student achievement at the school level. Other ideas are more appropriate to systemic planning, and became part of the LCAP process.</p> <p>The Superintendent is a frequent guest correspondent for the local newspaper. From January to March, eight articles published in the <i>Colusa Sun Herald</i> were related to the LCFF and LCAP. Most of those articles invited either direct contact with the district about improvement ideas or encouraged site level involvement.</p> <p>A community meeting was held on May 7, 2014 to discuss the LCAP process, gather additional ideas and present a preliminary draft of the district's improvement plans for the 14/15 School year. Again, the comments generated were included in the discussion during District Leadership Team meetings, and with the School Board. The Superintendent responded to comments in writing and posted that information on the district web site.</p> <p><b>Board of Education</b> Information was presented to the school board each month, and also at a special planning meeting held at the District Office on April 15, 2014. The board assisted the DLT with prioritization and alignment of priorities</p>	

Involvement Process	Impact on LCAP
<p>with funding.</p> <p><b>Question 3. Information provided to stakeholder groups:</b>                      Data from Parent Surveys.                      Data from Student Surveys.                      Data from Staff Surveys.                      API Scores for the year and trend data.                      AYP Reports.                      CELDT Scores and reports.                      Past improvement planning and strategic planning data.                      Financial information.                      Staffing information.                      Information on research based best practices in all areas of school improvement.                      A rubric of nine “Indicators of Excellence” based on research from the North Central Association of Schools and Colleges was used to guide the conversation for the various groups.</p>	

**Section 2: Goals and Progress Indicators**

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

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

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

**Guiding Questions:**

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<b>Need:</b> All teachers fully Credentialed <b>Metric(s):</b> HR & CalPADS data	All CUSD teachers will be fully credentialed in the subject area and for the pupils they are teaching	All	All		No Change – hire and maintain 100% of teaching staff fully credentialed	No Change – hire and maintain 100% of teaching staff fully credentialed	No Change – hire and maintain 100% of teaching staff fully credentialed	Teachers appropriately assigned pursuant to Education Code section 44258.9 (Priority 1)
<b>Need:</b> All students have access to Standards Aligned Materials <b>Metric(s):</b> Williams Oversight. Teacher reports Student & Parent surveys	All CUSD instructional materials will be aligned to Common Core State Standards	All	All		Assessment of available Math materials. Assessment of available ELA materials. Possible adoption of K-8 Math texts.	Implementation of adopted curriculum materials with fidelity. Ongoing assessment of available Math materials. Ongoing assessment of available ELA materials. Possible adoption of ELA K-12 ELA and Math texts.	Implementation of adopted curriculum materials with fidelity. Ongoing assessment of available Math materials. Ongoing assessment of available ELA materials. Possible adoption of K-12 ELA and Math texts..	Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119 (Priority 1)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p><b>Need:</b> Facility Improvements</p> <p><b>Metric(s):</b> Publishing of Facilities Master Plan. Financial records related to Prop 39 expenses. Financial records relating to utility expenses.</p>	Upgrade the physical facilities to improve the learning atmosphere and efficiency	All	All		Creation and adoption of a facilities master plan increases efficiency of MOT Department. Implementation of plan using Prop 39, and possible Bond proceeds frees resources for us in the classrooms.	Continued use of Prop 39 and Bond proceeds creates additional efficiencies. The physical learning environment becomes more comfortable and conducive to learning as construction / installation progresses.	Completion of the Bond projects maximize efficiency gains. MOT staff are re-tasked to more improvement than maintenance jobs – campuses become even more attractive and efficient.	School facilities are maintained in good repair pursuant to Education Code section 17002(d) (Priority 1)
<p><b>Need:</b> Implementation of Common Core State Standards and Next Generation Science</p>	Full implementation of CCSS including content, instructional strategies, and assessments.	All	All		Classrooms using CCSS / NGSS increase to 60%	Classrooms using CCSS / NGSS increase to 80%	Classrooms using CCSS / NGSS increase to 100%	Implementation of academic content and performance standards adopted by the state board for

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Standards <b>Metric(s):</b> Creation of documents related to CCSS – curriculum maps and calendars. Observations by administrators. CAASPP Results								all pupils, including English learners. (Priority 2)
<b>Need:</b> Expand course of study <b>Metric(s):</b> Course offerings lists.	Explore options and incorporate expanded offerings as possible	All	All		Add Spanish Language, Physical Education, and Math offerings at CHS. Add Physical Education offerings at BPS.	Added offerings as technology and resources allow.	Added offerings as technology and resources allow.	Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
								to (i), inclusive, of Section 51220, as applicable. (Priority 7)
<p><b>Need:</b> Improve Pupil Achievement and Close Achievement Gaps</p> <p><b>Metric(s):</b> CAASPP CELDT CAHSEE</p>	<p>All students proficient or above, at grade level, or on trajectory to become proficient within 3 years.</p> <p>ELL Students reclassified as FEP by year 4 in the district.</p>	<p>All</p> <p>ELL Minority Low SES</p>	All		<p>District-Wide Scores on CAASPP ELA will be 65% Proficient or above.</p> <p>District-Wide Scores on CAASPP Math will be 60% Proficient or above.</p> <p>ELL, Minority, and Low SES group gaps will close by 5%age points.</p> <p>CELDT scores will show students</p>	<p>District-Wide Scores on CAASPP ELA will be 75% Proficient or above.</p> <p>District-Wide Scores on CAASPP Math will be 70% Proficient or above.</p> <p>ELL, Minority, and Low SES group gaps will close by 5%age points.</p> <p>CELDT scores will show students</p>	<p>District-Wide Scores on CAASPP ELA will be 85% Proficient or above.</p> <p>District-Wide Scores on CAASPP Math will be 80% Proficient or above.</p> <p>ELL, Minority, and Low SES group gaps will close by 5%age points.</p> <p>CELDT scores will show students</p>	<p>Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rates improve. (Priority 4)</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					advancing one level each year in the system.  CAHSEE passing rates for first time ELA and Math attempts will increase by 10%	advancing one level each year in the system.  CAHSEE passing rates for first time ELA and Math attempts will increase by 10%	advancing one level each year in the system.  CAHSEE passing rates for first time ELA and Math attempts will increase by 10%	
<b>Need(s):</b> Improve Student Physical Fitness <b>Metric(s):</b> Physical Fitness Tests	Increase % of students scoring in Healthy Fitness Zone on State PF Test	All	All		Student scores on State PF Test will improve by an average of 5% in each of the 6 Fitness areas.	Student scores on State PF Test will improve by an average of 5% in each of the 6 Fitness areas.	Student scores on State PF Test will improve by an average of 5% in each of the 6 Fitness areas.	Pupil outcomes in the subject areas described in Education Code section 51210 (Priority 8)
<b>Need:</b> Improve and maintain parent involvement <b>Metric(s):</b> Parent Surveys Staff Surveys	Parents involved in CUSD schools as much as they are able and willing.	ALL	ALL		Parent involvement increases.  Significant increase observed in populations	Parent involvement increases.  Significant increase observed in populations	Parent involvement increases.  Significant increase observed in populations	Efforts to seek parent input in decision making, promotion of parent



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Student Surveys Attendance at District and Site Meetings					typically underrepresented	typically underrepresented	typically underrepresented	participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
<b>Need:</b> Improve and maintain Pupil Engagement <b>Metric(s):</b> Attendance Data Dropout Data Graduation Data	Maintain or increase attendance rates, increase graduation rate, decrease dropout rate.	All	All		Attendance rates remain above 95% for each school. Graduation rate increases to 75%, Dropout rate decreases to 14%	Attendance rates remain above 95% for each school. Graduation rate increases to 80%, Dropout rate decreases to 10%	Attendance rates remain above 95% for each school. Graduation rate increases to 85%, Dropout rate decreases to 5%	School attendance rates, chronic absenteeism rates, high school dropout rates, high school graduations rates. (Priority 5)
<b>Need:</b> Improve and maintain a positive school	Maintain or increase the positive perceptions of	All	All		Surveys indicate 75% of stakeholders recognizing a	Surveys indicate 80% of stakeholders recognizing a	Surveys indicate 85% of stakeholders recognizing a	Pupil suspension rates, pupil expulsion rates,

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
climate <b>Metric(s):</b> Parent Surveys Staff Surveys Student Surveys Attendance at District and Site Meetings	Students, Parents, Staff and the Community about the atmosphere in our schools.				positive school climate. Suspension rate drops to 0.8% Expulsion rate drops to 0.4%	positive school climate. Suspension rate drops to 0.7% Expulsion rate drops to 0.3%	positive school climate. Suspension rate drops to 0.6% Expulsion rate drops to 0.2%	other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

### **Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to

achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All CUSD teachers will be fully credentialed in the subject area and for the pupils they are teaching	Teachers appropriately assigned pursuant to Education Code section 44258.9 (Priority 1)	All hiring and assignment of teachers will include a check of credentialing to insure the teacher is fully credentialed in the subject area.	LEA – wide		<b>Action:</b> All hiring and assignment of teachers will include a check of credentialing to insure the teacher is fully credentialed in the subject area. <b>Cost / Source:</b> No additional expenditure	<b>Action:</b> All hiring and assignment of teachers will include a check of credentialing to insure the teacher is fully credentialed in the subject area. <b>Cost / Source:</b> No additional expenditure	<b>Action:</b> All hiring and assignment of teachers will include a check of credentialing to insure the teacher is fully credentialed in the subject area. <b>Cost / Source:</b> No additional expenditure
All CUSD instructional materials will be aligned to Common Core State Standards	Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119 (Priority 1)	District will reserve funding for purchase of aligned material and expend funds on materials as staff determines those materials to be of high	LEA - wide		<b>Action:</b> Assessment of available Math materials. Assessment of available ELA materials. Possible adoption of K-8 Math texts. <b>Cost / Source:</b> LCFF Funds	<b>Action:</b> Ongoing assessment of available Math materials. Ongoing assessment of available ELA materials. Possible adoption of ELA K-12 ELA and 8 – 12 Math	<b>Action:</b> Ongoing assessment of available Math materials. Ongoing assessment of available ELA materials. Possible adoption of K-12 ELA and Math texts.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		quality and tightly aligned to Common Core.			approx. \$75,000	texts. <b>Cost / Source:</b> LCFF Funds approx. \$75,000	<b>Cost / Source:</b> LCFF Funds approx. \$75,000
Upgrade the physical facilities to improve the learning atmosphere and efficiency	School facilities are maintained in good repair pursuant to Education Code section 17002(d) (Priority 1)	Implementation of plans to repair, improve and maintain physical plant and technology infrastructure while decreasing utility costs.	LEA - wide		<p><b>Action:</b> Complete Facilities Master Plan which addresses efficiency, program, and tech improvements. <b>Cost / Source:</b> \$50,000 from Developer Fee Fund.</p> <p><b>Action:</b> Develop a bond project and place it on ballot for voter approval. <b>Cost / Source:</b> \$20,000 from Developer fee fund.</p> <p><b>Action:</b> Potentially add a portable at BPS. <b>Cost / Source:</b></p>	<p><b>Action:</b> Sell Bonds – if approved by voters. <b>Cost / Source:</b> \$500,000 from Bond Proceeds.</p> <p><b>Action:</b> Begin implementation of bond projects as indicated in FMP and bond language. <b>Cost / Source:</b> \$3.9 Million from Bond Proceeds.</p> <p><b>Action:</b> Coordinate efficiency upgrades with bond project using Prop 39 Funds. <b>Cost / Source:</b></p>	<p><b>Action:</b> Completion of the Bond Projects <b>Cost / Source:</b> \$1.4 Million from Bond Proceeds.</p> <p><b>Action:</b> Coordinate efficiency upgrades with bond project using Prop 39 Funds. <b>Cost / Source:</b> \$112,000 Prop 39 Funds</p> <p><b>Action:</b> Continue to work on priority projects identified in the FMP. <b>Cost / Source:</b> \$40,000 From General Fund</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					\$80,000 from Developer Fee Funds  <b>Action:</b> Purchase additional tech equipment <b>Cost / Source:</b> \$40,000 CCIG funds	\$226,000 Prop 39 Funds	
Full implementation of CCSS including content, instructional strategies, and assessments.	Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)	Staff Training and collaborative work to fully implement CCSS, and to use data to assess student achievement progress.	LEA – wide		<b>Action:</b> District hire of a consulting firm to assist staff with full implementation.  <b>Cost / Source:</b> Title I Program Improvement Grant \$50,000  <b>Action:</b> Teachers & staff select, attend and implement CC trainings. <b>Cost / Source:</b>	<b>Action:</b> District hire of a consulting firm to assist staff with full implementation.  <b>Cost / Source:</b> Title I Program Improvement Grant / additional LCFF funds \$50,000  <b>Action:</b> Teachers & staff select, attend and implement CC	<b>Action:</b> District hire of a consulting firm to assist staff with full implementation.  <b>Cost / Source:</b> Title I Program Improvement Grant / additional LCFF funds \$50,000  <b>Action:</b> Teachers & staff select, attend and implement CC

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Title I Program Improvement Grant \$50,000  <b>Action:</b> Staff collaboration days utilized to refine curriculum, assessments, or instruction. <b>Cost / Source:</b> Title I Program Improvement Grant \$50,000	trainings. <b>Cost / Source:</b> Title I Program Improvement Grant / additional LCFF funds \$50,000  <b>Action:</b> Staff collaboration days utilized to refine curriculum, assessments, or instruction. <b>Cost / Source:</b> Title I Program Improvement Grant / additional LCFF funds \$50,000	trainings. <b>Cost / Source:</b> Title I Program Improvement Grant / additional LCFF funds \$50,000  <b>Action:</b> Staff collaboration days utilized to refine curriculum, assessments, or instruction. <b>Cost / Source:</b> Title I Program Improvement Grant / additional LCFF funds \$50,000
Explore options and incorporate expanded offerings as possible	Pupil enrollment in a broad course of study that includes all of	Addition of courses and modification of courses as needs are	LEA Wide		<b>Action:</b> Add Spanish, PE, and Math offerings at CHS. Change Freshman	<b>Action:</b> Addition of courses and modification of courses as needs are identified and	<b>Action:</b> Addition of courses and modification of courses as needs are identified and

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)	identified and as resources available.			Wheel (career exploration) courses as needs identified. Continue CHS Intervention Classes. Add PE courses at BPS. Increase interventions at BPS. Revise curriculum at all levels to incorporate available technology. <b>Cost / Source:</b> \$270,000 LCFF, \$20,000 CCIG	as resources available. <b>Cost / Source:</b> Each FTE teacher costs approx. \$65,000 LCFF	as resources available. <b>Cost / Source:</b> Each FTE teacher costs approx. \$65,000 LCFF
All students proficient or above, at grade level, or on trajectory to become proficient within 3 years.	Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English	Continuation and possible addition of best practice instructional strategies.  Continued commitment to low class sizes	LEA – wide		<b>Action:</b> Continued monitoring of best practice instructional strategy implementation. <b>Cost / Source:</b> LCFF Funds \$1,500	<b>Action:</b> Continued monitoring of best practice instructional strategy implementation. <b>Cost / Source:</b> LCFF Funds \$1,500	<b>Action:</b> Continued monitoring of best practice instructional strategy implementation. <b>Cost / Source:</b> LCFF Funds \$1,500



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	proficient, English learner reclassification rates improve. (Priority 4)	in the primary grades.  Feedback to teachers on best practice instruction.  Periodic review of data.  Possible addition of norm referenced assessment as an internal systemic check of progress.			<b>Action:</b> Maintain class sizes at or below 24/1 ratio in tK-3. <b>Cost / Source:</b> LCFF Funds \$350,000  <b>Action:</b> Data analysis days and collaboration days focused on improving student achievement. <b>Cost / Source:</b> LCFF Funds \$75,000	<b>Action:</b> Maintain class sizes at or below 24/1 ratio in tK-3. <b>Cost / Source:</b> LCFF Funds \$350,000  <b>Action:</b> Data analysis days and collaboration days focused on improving student achievement. <b>Cost / Source:</b> LCFF Funds \$75,000	<b>Action:</b> Maintain class sizes at or below 24/1 ratio in tK-3. <b>Cost / Source:</b> LCFF Funds \$350,000  <b>Action:</b> Data analysis days and collaboration days focused on improving student achievement. <b>Cost / Source:</b> LCFF Funds \$75,000
Increase % of students scoring in Healthy Fitness Zone on State PF Test	Pupil outcomes in the subject areas described in Education Code section 51210 (Priority 8)	Increase PE offerings	School Wide: Colusa High School Burchfield Primary School		<b>Action:</b> Hire PE teacher <b>Cost / Source:</b> \$65,000 LCFF Funds	<b>Action:</b> Assess need and possibly hire PE teacher <b>Cost / Source:</b> \$65,000 LCFF Funds	<b>Action:</b> Retain PE teachers and explore options for additional curricular and co-curricular activities. <b>Cost / Source:</b> \$65,000 LCFF Funds

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Parents involved in CUSD schools as much as they are able and willing.	Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)	Surveys, school and district activities to engage community and parents.	LEA - Wide		<b>Action:</b> Continue to monitor parent and community satisfaction via surveys. Ongoing assessment of parent/community involvement – add or modify activities as appropriate. <b>Cost / Source:</b> LCFF Funds \$5,000	<b>Action:</b> Continue to monitor parent and community satisfaction via surveys. Ongoing assessment of parent/community involvement – add or modify activities as appropriate. <b>Cost / Source:</b> LCFF Funds \$5,000	<b>Action:</b> Continue to monitor parent and community satisfaction via surveys. Ongoing assessment of parent/community involvement – add or modify activities as appropriate. <b>Cost / Source:</b> LCFF Funds \$5,000
Maintain or increase attendance rates, increase graduation rate, decrease dropout rate.	School attendance rates, chronic absenteeism rates, high school dropout rates, high school graduations rates. (Priority 5)		LEA - Wide		<b>Action:</b> Continue to monitor student attitudes via surveys. Ongoing positive rewards for attendance. Implement District Attendance Review Team program. <b>Cost / Source:</b>	<b>Action:</b> Continue to monitor student attitudes via surveys. Ongoing positive rewards for attendance. Sustain District Attendance Review Team Program. <b>Cost / Source:</b>	<b>Action:</b> Continue to monitor student attitudes via surveys. Ongoing positive rewards for attendance. Sustain District Attendance Review Team Program. <b>Cost / Source:</b>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					LCFF Funds \$5,000 <i>Also see above actions related to PBIS, class offerings, interventions, and support services.</i>	LCFF Funds \$5,000 <i>Also see above actions related to PBIS, class offerings, interventions, and support services.</i>	LCFF Funds \$5,000 <i>Also see above actions related to PBIS, class offerings, interventions, and support services.</i>
Maintain or increase the positive perceptions of Students, Parents, Staff and the Community about the atmosphere in our schools.	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)	Surveys, Intervention classes, expanded class offerings, engagement activities, communication	LEA - Wide		<b>Action:</b> Continue to monitor student attitudes via surveys. Ongoing positive rewards for attendance. Implement District Attendance Review Team program. <b>Cost / Source:</b> LCFF Funds \$5,000 <i>Also see above actions related to PBIS, class offerings, interventions, and support services.</i>	<b>Action:</b> Continue to monitor student attitudes via surveys. Ongoing positive rewards for attendance. Continue District Attendance Review Team program. <b>Cost / Source:</b> LCFF Funds \$5,000 <i>Also see above actions related to PBIS, class offerings, interventions, and support services.</i>	<b>Action:</b> Continue to monitor student attitudes via surveys. Ongoing positive rewards for attendance. Continue District Attendance Review Team program. <b>Cost / Source:</b> LCFF Funds \$5,000 <i>Also see above actions related to PBIS, class offerings, interventions, and support services.</i>

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All students proficient or above, at grade level, or on trajectory to become proficient within 3 years.		For low income pupils:	School Wide – Burchfield Primary Egling Middle		<p><b>Action:</b> Hire, train and deploy 5 Paraprofessional Instructional Aides for intervention and scaffolding.  <b>Cost / Source:</b> LCFF Funds: \$50,000</p> <p><b>Action:</b> Hire and retain tk-3 teaching staff to keep class sizes at or below 24 pupils / teacher.  <b>Cost / Source:</b> LCFF Funds \$350,000</p>	<p><b>Action:</b> Retain Paraprofessional Instructional Aides for intervention and scaffolding.  <b>Cost / Source:</b> LCFF Funds: \$50,000</p> <p><b>Action:</b> Hire and retain tk-3 teaching staff to keep class sizes at or below 24 pupils / teacher.  <b>Cost / Source:</b> LCFF Funds \$350,000</p>	<p><b>Action:</b> Retain Paraprofessional Instructional Aides for intervention and scaffolding.  <b>Cost / Source:</b> LCFF Funds: \$50,000</p> <p><b>Action:</b> Hire and retain tk-3 teaching staff to keep class sizes at or below 24 pupils / teacher.  <b>Cost / Source:</b> LCFF Funds \$350,000</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p><b>Action:</b> Implement tk-8 summer school program designed with interventions for students who come from low SES families.</p> <p><b>Cost / Source:</b> \$26,000 Migrant Ed Funds: \$22,000 LCFF Funds:</p>	<p><b>Action:</b> Implement tk-8 summer school program designed with interventions for students who come from low SES families.</p> <p><b>Cost / Source:</b> \$26,000 Migrant Ed Funds: \$22,000 LCFF Funds:</p>	<p><b>Action:</b> Implement tk-8 summer school program designed with interventions for students who come from low SES families.</p> <p><b>Cost / Source:</b> \$26,000 Migrant Ed Funds: \$22,000 LCFF Funds:</p>
ELL Students re-classified as FEP by year 4 in the district.		For English learners:	School Wide – Burchfield Primary Egling Middle School Colusa High School		<p><b>Action:</b> Hire 5 Paraprofessional Instructional Aides for intervention and scaffolding.</p> <p><b>Cost / Source:</b> \$50,000 LCFF Funds:</p> <p><b>Action:</b> Hire and retain tk-3 teaching staff to</p>	<p><b>Action:</b> Retain Paraprofessional Instructional Aides for intervention and scaffolding.</p> <p><b>Cost / Source:</b> \$50,000 LCFF Funds:</p> <p><b>Action:</b> Hire and retain tk-3 teaching staff</p>	<p><b>Action:</b> Retain Paraprofessional Instructional Aides for intervention and scaffolding.</p> <p><b>Cost / Source:</b> \$50,000 LCFF Funds:</p> <p><b>Action:</b> Hire and retain tk-3 teaching staff to</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					keep class sizes at or below 24 pupils / teacher. <b>Cost / Source:</b> \$180,000 LCFF Funds  <b>Action:</b> Implement tk-8 summer school program designed with interventions for students who come from homes where the primary language is other than English. <b>Cost / Source:</b> \$26,000 Migrant Ed Funds \$22,000 LCFF Funds	to keep class sizes at or below 24 pupils / teacher. <b>Cost / Source:</b> \$180,000 LCFF Funds  <b>Action:</b> Implement tk-8 summer school program designed with interventions for ELL students. <b>Cost / Source:</b> \$26,000 Migrant Ed Funds \$22,000 LCFF Funds	keep class sizes at or below 24 pupils / teacher. <b>Cost / Source:</b> \$180,000 LCFF Funds  <b>Action:</b> Implement tk-8 summer school program designed with interventions for ELL students. <b>Cost / Source:</b> \$26,000 Migrant Ed Funds \$22,000 LCFF Funds
ELL Students re-classified as FEP by		For redesignated fluent English proficient pupils:	School – Wide: Egling Middle School and Colusa High School		<b>Action:</b> Hire, train and deploy teachers for Freshman	<b>Action:</b> Retain teachers for Freshman Wheel,	<b>Action:</b> Retain teachers for Freshman Wheel,

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
year 4 in the district.					<p>Wheel, Intervention, Spanish and PE Classes.(CHS)  <b>Cost / Source:</b>                      \$120,000 LCFF Funds</p> <p><b>Action:</b>                      Implement 7 – 12 summer school program designed with interventions for students who have been reclassified as FEP.  <b>Cost / Source:</b>                      \$15,000 LCFF Funds</p>	<p>Intervention, Spanish and PE Classes for intervention and scaffolding.(CHS)  <b>Cost / Source:</b>                      \$120,000 LCFF Funds</p> <p><b>Action:</b>                      Implement 7 – 12 summer school program designed with interventions for students who have been reclassified as FEP.  <b>Cost / Source:</b>                      \$15,000 LCFF Funds</p>	<p>Intervention, Spanish and PE Classes for intervention and scaffolding.(CHS)  <b>Cost / Source:</b>                      \$120,000 LCFF Funds</p> <p><b>Action:</b>                      Implement 7 – 12 summer school program designed with interventions for students who have been reclassified as FEP.  <b>Cost / Source:</b>                      \$15,000 LCFF Funds</p>

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

The estimated amount of increase for the 14/15 school year is \$824,311 (280,266 Concentration/\$544,045 Supplemental.)

After discussion with all stakeholders, the District has re-affirmed its commitment to the focus areas described in the 5-Year Strategic Plan adopted in 2013. Those focus areas are: Increasing Student Achievement and Closing Achievement Gaps, Maintaining and Improving the District's Atmosphere and Communication, Improving the District's Technology, and Improving the District's Facilities.

The actions listed in Section B of this plan are aligned with the latest educational research and address the following core questions arising from that research:

- What are students expected to know and be able to do?
- Does the system have, or is it building a guaranteed and viable curriculum?
- Is instructional strategy implemented systemically, and are strategies based on research proven models?
- Is feedback to staff on curriculum and instruction frequent and of high quality?
- Does the District facilitate high-quality, ongoing professional development for instructional staff and leadership?
- Is the District using every opportunity to increase the number of caring adults in contact with students?
- Does the District make intentional and focused efforts to engage the families of traditionally underserved and underrepresented populations?
- Does intervention occur automatically and systematically for both behavioral and academic issues?
- Is there extended time for learning implemented systemically (not simply offered) to students who either are not meeting or who are exceeding expectations?
- Do instructional staff meet in a structured setting to focus on improvement?
- Do class offerings logically align with the curriculum, and do they realistically help prepare the student with 21<sup>st</sup> Century Learning Skills?
- Do all stakeholders have real and automatic methods of offering input and information to district Leadership?
- Does the allocation of financial and human resources logically align with the district's stated improvement priorities?

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided



for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The action items listed above maintain programs already identified as working within the district to improve achievement and close gaps for low - income and ELL students. By adding staff, increasing offerings, adding interventions and supports, use of the LCFF funding will improve or increase programs by using some \$1.129 M directly focused on the unduplicated pupil counts.

Proportionality percentages remain undefined by the California Department of Education. Absent further guidance from Education Code, CUSD has calculated that an increase of 8.1 % increase in funding is attributable to supplemental and concentration grants, while the proposed expenditure equals approximately 10.9%.

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.