

## Carmel Unified School District

### Local Control Accountability Plan 2014-2015

**BOE Adopted: June 3, 2014**

**Public Hearing: May 21, 2014**

#### Introduction

All California school districts are required to develop a Local Control Accountability Plan (LCAP). This plan will identify the district's strategies to support learning and is organized from the Eight State Priorities clustered into three categories. The LCAP template defines these categories and priorities as seen on pages 2 and 4.

Our LCAP will focus on the areas identified through our stakeholder engagement process and annual district planning efforts. For areas in the State Priorities that are not current LCAP strategies for CUSD, we are providing relevant data (seen in red on page 2) to help the community understand CUSD performance and why these areas are not included as current LCAP goals. All areas that are part of our LCAP are designated by the **LCAP Goal**, along with the related Identified Need.

Our LCAP Goals and Identified Needs are all aligned with our District Goals, primarily Goal 1. This goal addresses student achievement, college and career readiness, Common Core alignment, and interventions for underserved students. These goal areas are perfect matches with the intent of the LCAP.

Note: CUSD will receive no additional funding under the Local Control Funding Formula.

#### District Mission Statement

***The Carmel Unified School District community produces lifelong learners who are prepared for the challenges of higher education, the workplace, and their role as citizens of an ever-changing global community.***

## Category A: Conditions of Learning

### Basic Services

- Pupils have access to standards-aligned instructional materials. **LCAP Goal, Identified Need #1** (Priority 1)
- Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. **(100%)** (Priority 1)
- School facilities are maintained in good repair. **(Parent Survey: 98% satisfaction)** (Priority 1)

### Implementation of State Standards

- Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. **LCAP Goal, Identified Need # 1 ,2, 5, 6** (Priority 2)

### Course Access

- Pupil enrollment in a broad course of study that includes all of the subject areas. **(All students access our core curriculum [unless an IEP directs otherwise]. Students have open access to all courses at CHS)** (Priority 7)

## Category B: Pupil Outcomes

### Pupil Achievement

- Performance on standardized tests. **LCAP Goal, Identified Needs # 3, 4, 8, 9** (Priority 4)
- Share of English learners that become English Proficient. **LCAP Goal, Identified Need #6** (Priority 4)
- English learner reclassification rate **LCAP Goal, Identified Need # 7** (Priority 4)
- Score on Academic Performance Index **LCAP Goal, Identified Need # 3, 4, 8, 9** (Priority 4)
- Share of pupils that are college and career ready **(98% of graduates go to 4 or 2 year college)** (Priority 4)
- Share of pupils that pass Advanced Placement exams with 3 or higher. **(CUSD: 67%, state: 23%)** (Priority 4)
- Share of pupils determined prepared for college by the Early Assessment Program. **(Our baseline will be established in 2014-15 within the Smarter Balanced Assessment results)** (Priority 4)

## Category C: Engagement

### Parent Involvement

- Efforts to seek parent input in decision making, promotion or parent participation in programs for unduplicated pupils and special need subgroups **(Nine parent input meetings were held to gather ELAC, SSC, and PTO LCAP input, as well as staff meetings at each site)** (Priority 3)

### Pupil Engagement

- School attendance rates **(CUSD: 96%, state: 94%)** (Priority 5)
- Chronic absenteeism rates **(CHS has only .01% of their students with these attendance challenges. All of these students get adequate support to improve attendance and graduate from high school)** (Priority 5)
- Middle school dropout rates **(0%)** (Priority 5)
- High school dropout rates **(CUSD: 3.5%, state: 13%)** (Priority 5)
- High school graduation rates **(CUSD: 96.5%, state: 79%)** (Priority 5)

### School Climate

- Pupil suspension rates **(CUSD: 4.1%, state: 5.1%)** (Priority 6)
- Pupil expulsion rates **(CUSD: 0%, state: .1%)** (Priority 6)
- Other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. **(Healthy Kids Survey CUSD: 85%, state: 65%)** (Priority 6)

### Other Student Outcomes

LEA: [Carmel Unified School District](#)

Contact: [Edmund Gross, Chief Academic Officer, egross@carmelunified.org](#)

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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
As can be seen in the Attachment 1, nine parent stakeholder and five teacher input meetings occurred in our initial LCAP planning year. We took the time to hold these meetings so we could fully explain the intent of LCFF and LCAP, discuss the unique circumstance for a basic aid district, and allow our stakeholder groups to provide input for our LCAP. In general, parents and staff reported great satisfaction with our program (This satisfaction was corroborated in our recent Parent Satisfaction Survey where the mean level of satisfaction across over 70 indicators was 92%). A few good suggestions emerged from our LCAP meetings, and	Parents in ELAC groups at Tularcitos and Cooper asked for continued involvement with their childrens' learning and for parent education classes to help them support student learning at home. Some such parent education classes exist, but we will develop a curriculum and provide this information to parents so they better understand how to support learning. One PTO suggested an ELAC parent rep be assigned to the site PTO so that EL parents can be fully aware of school community activities and become more involved in these activities (Fall Festival, etc.). Finally, a suggestion was made to have former EL students from high

Involvement Process	Impact on LCAP
<p>CUSD will follow up on these suggestions. Some of the suggestions are unrelated to LCAP, so we will address these suggestions outside of LCAP. These meetings occurred between February and April, 2014. An initial LCAP presentation for the BOE was provided January, 9, 2014.</p>	<p>school mentor younger ELs so they have an older role model to encourage them as they move toward redesignation as an English proficient student. Comments and suggestions from all groups were considered and included where appropriate.</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 (I.N.) and Metric (M.) (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
1. I.N. – CCSS Math M. – 100% of classrooms using CCSS-aligned materials	All students demonstrate achievement of the CCSS and are college and career ready	ALL	ALL		% of Adequate or above student scores on CAASPP or local math assessments (baseline year)  New math adoptions CMS/CHS	% of Adequate or above student scores on CAASPP or local math assessments (improvement over prior year)	% of Adequate or above student scores on CAASPP or local math assessments (improvement over prior year)	Implementing State Standards (CCSS)
2. I.N. – CCSS Math M. – 100% of math teachers trained for new adoption	All students demonstrate achievement of the CCSS and are college and career ready	ALL	ALL		% of Adequate or above student scores on CAASPP or local math assessments (baseline year)	% of Adequate or above student scores on CAASPP or local math assessments (improvement over prior year)	% of Adequate or above student scores on CAASPP or local math assessments (improvement over prior year)	Implementing State Standards (CCSS)

Identified Need (I.N.) and Metric (M.) (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
3. I.N. – CCSS Math M. – % of Adequate or above student scores on SBAC or local assessments (baseline year)	All students demonstrate achievement of the CCSS and are college and career ready	ALL	ALL		% of Adequate or above student scores on interim SBAC math assessments (baseline year)  Focus on 8 Mathematical Practices & Performance Based Tasks	% of Adequate or above student scores on interim SBAC math assessments (improvement over prior year)  Focus on 8 Mathematical Practices & Performance Based Tasks	% of Adequate or above student scores on interim SBAC math assessments (improvement over prior year)  Focus on 8 Mathematical Practices & Performance Based Tasks	Implementing State Standards (CCSS)
4. I.N. – CCSS ELA M. – 100% of classrooms using CCSS-aligned materials	All students demonstrate achievement of the CCSS and are college and career ready	ALL	ALL		% of Adequate or above student scores on CAASPP or local ELA assessments (baseline year)  Develop CCSS-aligned ELA instructional materials	% of Adequate or above student scores on CAASPP or local ELA assessments (improvement over prior year)	% of Adequate or above student scores on CAASPP or local ELA assessments (improvement over prior year)  Adopt CCSS-aligned ELA Instructional materials	Implementing State Standards (CCSS)



Identified Need (I.N.) and Metric (M.) (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
5. I.N. – CCSS ELA M. – % of Adequate or above student scores on SBAC or local assessments (baseline year)	All students demonstrate achievement of the CCSS and are college and career ready	ALL	ALL		% of Adequate or above student scores on interim SBAC ELA assessments (baseline year)  Focus on writing prompts & collaborative conversations  Use CCSS/SBAC-aligned assessments	% of Adequate or above student scores on interim SBAC ELA assessments (improvement over prior year)  Focus on writing prompts & collaborative conversations  Use CCSS/SBAC-aligned assessments	% of Adequate or above student scores on interim SBAC ELA assessments (improvement over prior year)  Focus on writing prompts & collaborative conversations  Use CCSS/SBAC-aligned assessments	Implementing State Standards (CCSS)
6. I.N. – Next Generation ELD Instruction M. – % of classrooms using Next Generation ELD instructional materials	All students demonstrate achievement of the CCSS and are college and career ready	EL	ALL		85% of EL advancing a performance level or at 4 or 5 on CELDT	85% of EL advancing a performance level or at 4 or 5 on CELDT	85% of EL advancing a performance level or at 4 or 5 on CELDT	Implementing State Standards (CCSS)

Identified Need (I.N.) and Metric (M.) (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
7. I.N. – EL Progress M. – % of EL Redesignated	All students demonstrate achievements of the CCSS and are college and career ready	EL	ALL		10% Redesignation rate of English Learners using modified criteria aligned with SBAC performance levels	10% Redesignation rate of English Learners using modified criteria aligned with SBAC performance levels	10% Redesignation rate of English Learners using modified criteria aligned with SBAC performance levels	Pupil Achievement (all local and state assessments)
8. I.N. – At-Risk Students M. – % of students moving out of intervention	All students demonstrate achievement of the CCSS and are college and career ready	ALL	ALL		60% of students improving grade in area of intervention	60% of students improving grade in area of intervention	60% of students improving grade in area of intervention	Pupil Achievement (all local and state assessments)
9. I.N. – At-Risk Students M. – Review of identified needs 6,7 and 8 above	All students demonstrate achievement of the CCSS and are college and career ready	All	All		Comprehensive RtI service for LCAP-designated students and all at-risk students	Comprehensive RtI service for LCAP-designated students and all at-risk students	Comprehensive RtI service for LCAP-designated students and all at-risk students	Pupil Achievement (all local and state assessments)

### **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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
1. I.N. – CCSS Math M. – 100% of classrooms using CCSS-aligned materials	Implementing State Standards (CCSS)	Purchase CCSS math materials in grades 6-12	LEA-wide		\$48,000 for grades 6-11 math materials (CCSS funding)	\$10,000 (Curriculum & Instruction funding)	\$10,000 (Curriculum & Instruction funding)
2. I.N. – CCSS Math M. – 100% of math teachers trained for new adoption	Implementing State Standards (CCSS)	Professional development and curriculum development time for math teachers	LEA-wide		\$10,000 for 2 days of training and \$5,000 for curriculum development (Curriculum & Instruction funding)	\$5,000 (Curriculum & Instruction funding)	\$5,000 (Curriculum & Instruction funding)
3. I.N. – CCSS Math M. – % of Adequate or above student scores on SBAC or local assessments (baseline year)	Implementing State Standards (CCSS)	Develop/use CCSS/SBAC aligned math assessment	LEA-wide		See 2 above	See 2 above	See 2 above

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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
4. I.N. – CCSS ELA M. – 100% of classrooms using CCSS-aligned materials	Implementing State Standards (CCSS)	Develop or repurpose ELA materials to align with CCSS	LEA-wide		\$10,000 (Curriculum & Instruction funding)	\$8,000 (Curriculum & Instruction funding)	Approximately \$100,000 for new ELA Adoption (Curriculum & Instruction funding)
5. I.N. – CCSS ELA M. – % of Adequate or above student scores on SBAC or local assessments (baseline year)	Implementing State Standards (CCSS)	Develop/use CCSS/SBAC aligned assessment	LEA-wide		See above	See above	See above
6. I.N. – Next Generation ELD Instruction M. – % of classrooms using Next Generation ELD instructional materials	Implementing State Standards (CCSS)	Purchase necessary ELD materials and provide professional development for ELD teachers.	LEA-wide		\$5,000 for training (Curriculum & Instruction funding)	\$5,000 for training (Curriculum & Instruction funding)	\$5,000 for training (Curriculum & Instruction funding)
7. I.N. – EL Progress M. – % of EL redesignated	Pupil Achievement (all local & state assessments)	ELD program review – support new recommendations	LEA-wide		\$5,000 consulting and materials (Curriculum & Instruction funding)	\$2,000 for materials (Curriculum & Instruction funding)	\$2,000 for materials (Curriculum & Instruction funding)
8. I.N. – At-risk Students M. – % of students moving out of intervention	Pupil Achievement (all local & state assessments)	Provide comprehensive RtI programs	LEA-wide		Interventions for ELA and math (General funds)	Interventions for ELA and math (General funds)	Intervention for ELA and math (General 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: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
9. I.N. –At-risk Students M. – Review of Identified Needs 6, 7, and 8 above	Pupil Achievement (all local & state assessments)	Provide comprehensive RtI programs	LEA-wide		The comprehensive intervention services in CUSD will cost approximately \$613,000 (see Attachment 2)	TBD	TBD

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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		For low income pupils:	All students are served through the comprehensive RtI programs across the district. All the Goals and Services described above apply for this student subgroup. See attachment 2.				
		For English learners:	All students are served through the comprehensive RtI programs across the district. All the Goals and Services described above apply for this student subgroup. See attachment 2.				

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: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		For foster youth:	All students are served through the comprehensive RtI programs across the district. All the Goals and Services described above apply for this student subgroup. See attachment 2.				
		For redesignated fluent English proficient pupils:	All students are served through the comprehensive RtI programs across the district. All the Goals and Services described above apply for this student subgroup. See attachment 2.				



- 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.)

As a Basic Aid district, we receive no new funds. We are required to spend at least as much on our services/interventions for LCAP subgroups as we did in 2013-14. CUSD will spend in excess of the \$613,000 we allocated for our comprehensive K-12 Rtl intervention services in the 2013-14 school year. If we were funded via LCFF, we would have received \$596,222.

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

See comment in C above. The Minimum Proportionality Percentage for CUSD for 2014-15 is 4.03%. We anticipate spending \$644,465 for our intervention services for 2014-15.

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.

Carmel Unified School District

## Documenting the Process of Stakeholder Engagement

STATE PRIORITIES BY CLUSTER		
Cluster A: Conditions of Learning	Cluster B: Pupil Outcomes	Cluster C: Engagement
Priority 1: Fully credentialed teachers Priority 2: Implementation of State Standards Priority 7: Course access Priority 9: Expelled pupils (COE only) Priority 10: Foster youth (COE only)	Priority 4: Pupil achievement Priority 8: Other pupil outcomes	Priority 3: Parent involvement Priority 5: School attendance Priority 6: School climate

Date / Site	Stakeholder Group(s) in Attendance	Date Reviewed/Issues Discussed	State Priorities	Stakeholder Feedback	Impact on Student Achievement
Captain Cooper	ELAC	January 16, 2014/Student Performance & Site Interventions	3,4,5	<ul style="list-style-type: none"> <li>Students should read to parents orally.</li> <li>Apple Pie: EL Parents with students at Apple Pie preschool asked to have communications sent home in English and Spanish, and asked about how to communicate with Apple Pie teachers in Spanish. Spanish translations are already being provided</li> <li>Wanted to be assured that parents would still be involved in the decision making at the school</li> </ul>	Indirect, but parent satisfaction with efforts will be surveyed
	SSC	February 27, 2014		<ul style="list-style-type: none"> <li>No feedback to impact LCAP</li> </ul>	
	Faculty Meeting	February 14, 2014		<ul style="list-style-type: none"> <li>No feedback to impact LCAP</li> </ul>	

<b>Tularcitos</b>	ELAC	January 16, 2014/Student Performance & Site Interventions	4,3	<ul style="list-style-type: none"> <li>Parent education classes, specifically, recommendations for home routines that will help promote student understanding</li> </ul>	Indirect, but parent satisfaction with efforts will be surveyed
	PTO/SSC	March 5, 2014	3, 6	<ul style="list-style-type: none"> <li>EL Parent Rep to PTO/SSC to promote cooperative efforts and EL enfranchisement</li> <li>Include EL parents in specific ways at school community functions such as Fall Festival, etc.</li> </ul>	
	Faculty Meeting	April 30, 2014		<ul style="list-style-type: none"> <li>No feedback to impact LCAP</li> </ul>	
<b>River</b>	PTA SSC	January 30, 2014/Student Performance & Site Interventions	4,3  2 4	<ul style="list-style-type: none"> <li>Focus on ideas/practices that strengthen the home-school connection</li> <li>Adjust interventions to new academic demands such as conceptual math &amp; writing to explain</li> <li>Open math tutorials to 1<sup>st</sup> graders</li> </ul>	Improved math intervention for 1 <sup>st</sup> grade students
	Faculty Meeting	February 27, 2014		<ul style="list-style-type: none"> <li>No feedback to impact LCAP</li> </ul>	
<b>Carmel Middle</b>	PTA SSC	February 5, 2014/ Student Performance & Site Interventions	3  4,6,8	<ul style="list-style-type: none"> <li>Support for families where student is struggling</li> <li>9<sup>th</sup> grade peer mentor to help/ encourage/ empower CMS students with learning challenges, i.e., CHS FEP helping EL at CMS</li> </ul>	
	DELAC	February 5, 2014/Student Performance & Site Interventions	4,6	<ul style="list-style-type: none"> <li>Very appreciative of all CUSD does for students. Only request was for a late bus so EL students can participate in after school tutoring or athletics</li> </ul>	CUSD is exploring late bus possibility
	Faculty Meeting	March 6, 2014		<ul style="list-style-type: none"> <li>No feedback to impact LCAP</li> </ul>	

<b>Carmel High</b>	PTA SSC	February 6, 2014/ Student Performance & Site Interventions	N/A	<ul style="list-style-type: none"> <li>No specific suggestions from CHS PTA/SSC members. Very appreciative of new SAT/ACT test prep via The Princeton Review</li> </ul>	
	DELAC	February 5, 2014/ Student Performance & Site Interventions	4,6	<ul style="list-style-type: none"> <li>Very appreciative of all CUSD does for students. Only request was for a late bus so EL students can participate in after school tutoring or athletics</li> </ul>	CUSD is exploring late bus possibility
	Faculty Meeting	April 3, 2014		<ul style="list-style-type: none"> <li>"Grit"</li> </ul>	
<b>Carmel Valley High</b>	School Site Council and site faculty	January 23, 2014/ Student Performance & Site Interventions	4,3 8 8	<ul style="list-style-type: none"> <li>Provide laptops for students without technology at home</li> <li>Career interest inventory to help students explore career areas</li> <li>Personal finance training for all CVHS students. Staff responded that these topics are covered in Consumer Math, but not all students take this course.</li> </ul>	
	Faculty Meeting	January 23, 2014		<ul style="list-style-type: none"> <li>See above</li> </ul>	

## Local Control Accountability Plan (LCAP) CUSD Services Arranged by the 8 State Priorities

- This outline follows the 8 State Priorities
- Detail under each area reflects current district practice

### 1. Basic Services

- All teachers will be appropriately assigned and credentialed
- All facilities will be maintained in good repair
- All students will have sufficient instructional materials

### 2. Implementation of State Academic and Performance Standards

- The district will implement the Common Core Standards and Next Generation ELD Standards
  - Professional Development and Curriculum Development time will be provided to fully understand and implement these standards
  - Common Core coaches will be provided at all sites for math and ELA
  - School site RtI teams monitor student progress of these standards; interventions will be provided for students struggling to meet standards
- The district will implement new CCSS aligned Math Adoptions for grades 6-12 (K-5 already in place)
  - Professional Development will be provided for these adoptions
- All English Learners will receive English Language Development instruction and support based on CELDT performance level
  - Next Generation ELD Standards will be implemented
  - ELD teachers will collaborate with general education teachers to differentiate instruction in order to help EL access our core program
  - Additional site specific interventions (System 44, Read 180, elementary reading interventions)
  - Before and after school support programs are designed to assist students with skill development and content understanding
  - Support classes during the school day will be provided to assist ELs (elementary: pull out ELD, reading, and math support / CMS: ELD Support, EL Push-In Support, Strategic Writing, Intensive Writing / CHS: Strategies, AVID, CAHSEE Support)
  - Cachagua/Apple Pie preschool for EL
- Technology integration will be utilized for teaching and learning
  - Technology goals are identified for each grade level or content area
  - Technology Summer Institutes are provided annually for all teachers
  - Technology coaching support is provided at each site through a district technology coach and site technology assistants
  - CUSD will provide students in grades 3-12 with an electronic device for classroom use and at home as needed
- Students will maintain grade level proficiency in reading and math
  - Reading intervention will be provided in grades 1-12

- Classroom level differentiation
- Additional Interventions:
  - Reading support                      -Imagine Learning
  - Title I Literacy                      -System 44
  - Push-In support                      -Read 180
  - Read Live                              -Co-teaching
- Math interventions will be provided in grades 1-12
  - Additional Interventions:
    - Classroom level differentiation                      -Math 180
    - Math support class (secondary)                      -iLearn
    - Office hours (CHS)                                      -After school support
    - FASST Math    -iPass Math
    - After school tutoring or HW support at all sites
- CUSD will use the Professional Learning Community model as our routine approach for continuous improvement

### 3. Parental Involvement

- Parents are annually informed of district, school, and classroom policies, procedures and expectations
- Every two years a survey of parent satisfaction is distributed to all parents. Input is used to assist our continuous improvement efforts
- CUSD will use representative parent committees to involve parents in decisions at schools and district to include:
  - School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Association/Organization (PTA/PTO)
- Each site will develop a parent support plan as needed to address topics such as:
  - Parenting
  - Computer/Communication Skills
  - Life Skills Training (Cachagua, Cooper, Carmel Middle)
  - Elective Opportunities for Advanced Learners
  - Drug/Alcohol Awareness
  - College Information
  - Digital Citizenship
  - Puberty Ed Info. for Parents
  - Internet Safety
  - Positive Solutions for Families
  - Writing Program Support

### 4. Student Achievement

- Core program assessments
- District writing benchmarks
- Interim SBAC math benchmarks (starting fall, 2014)
- DIBELS, SRA (reading), SMA (math)
- Class grades

- State Assessments
  - SBAC (starting spring, 2015)
  - High School Exit Exam
  - CELDT
  - Physical Fitness Testing
- Dropout rate
- Graduation rate
- Percent of EL students redesignated
- Percent of Special Education students meeting IEP Goals
- Percent of AP students passing AP tests
- SAT/ACT performance goals
- Academic Performance Index

## 5. Pupil Engagement

- Create a wrap-around student support approach to address the needs of the “whole child”
  - Provide academic, social-emotional, and crisis counseling at all levels
  - Provide adequate site staffing: teachers, instructional aides, counselors, community liaisons, administrators
  - Explore and pilot student support models to improve students’ academic achievement and also address needs beyond academics that impact learning
- Develop expanded opportunities for students at/above grade level to encourage continued growth.
  - Differentiated Instruction
  - Elective Opportunities for Advanced Learners (elementary)
  - Cluster grouping at CMS
  - Honors classes at CHS
  - Advanced Placement at CHS
  - CTE Options
  - CJSF
  - 1:1 Middle School World Language
  - Leadership Programs
- Provide options for middle school and high school students who do not succeed in the regular program
  - Independent Study
  - Opportunity classes at CMS
  - Strategies classes at CHS
  - Carmel Valley High School

- Use strategies to help elementary and middle school students become excited about attending high school
  - Develop curriculum and provide guidance lessons that focus on college/career planning culminating with an individual student plan for high school success and post-secondary options.
    - Middle School Success, CJSF, Open House
    - CHS Freshman Focus, Link Crew,
    - 5<sup>th</sup> and 8<sup>th</sup> Grade Individual Student Transition Meetings

## 6. School Climate

- Minimize suspensions/expulsions
  - In-school suspension program (possible expansion to CHS)
  - Use Power Forward to reduce suspension terms
  - Voluntary Random Drug Testing
  - Saturday School
- Promote a bully-free environment
  - All schools will provide site-specific programs (Challenge Day, Ohana Day, WeTip, Not In Our School, Weekly Gathering, Life Skills Training, Digital Citizenship, Unity Day, NCBI )
  - School assemblies will address the importance of bully-free environments
- Each site will implement a Character Development program to include our Pillars of Character
- Every site will emphasize safety as a clear priority
  - Review/improve procedures as a result of annual safety reviews
  - Provide annual training to all staff on safety procedures
  - Implement Door Block system for Hostile Intruder protocol
  - Conduct, review, and improve safety drills and emergency preparedness multiple times each year, to include an occasional full evacuation drill with support of local emergency agencies
  - Personal safety in-services
  - Child safety workshops – K-5
- Recruit, train, and develop the best employees for every staff position
- Each site will recognize excellence among students and staff. The district will recognize both classified and certificated Employees of the Month
- Drug/Alcohol Prevention
 

<ul style="list-style-type: none"> <li>○ Substance Abuse Prevention Counselor</li> <li>○ Life Skills Training</li> <li>○ Social Norms Campaign</li> <li>○ AlcoholEDU</li> <li>○ Sober Grad Night</li> </ul>	<ul style="list-style-type: none"> <li>○ ALOHA Program</li> <li>○ Annual Anti-Drinking and Driving Event</li> <li>○ Voluntary Random Drug Testing Program</li> <li>○ Random K9 Contraband Sweeps</li> <li>○ Power Forward</li> </ul>
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**7. Course Access**

- Offer challenging, relevant, and engaging standards-based curricula in all core courses
- Develop CTE pathways as student interest and feasibility allow
- Open access to Advanced Placement Courses at CHS and maintain high level of AP course offerings
- Offer rich array of elective and extra-curricular activities across all grade levels
- CVHS students can access courses at CHS
- Articulation with MPC Community College

**8. Other Student Outcomes**

- Percent of students reading at grade level by end of 2<sup>nd</sup> and 3<sup>rd</sup> grade
- Percent of students in reading support, 6<sup>th</sup> grade
- Percent of students in reading support, 9<sup>th</sup> grade
- Percent of students needing credit recovery at 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade
- Graduation rate
- Percent of UC/CSU A-G completion
- Dropout rate
- Percent of SPED students meeting IEP goals each year
- Percent of EL students redesignated
- CTE participation
- Secondary level D/F rate