Carmel Unified School District

Local Control Accountability Plan 2015/16 – 2017/18

BOE Adopted: June 10, 2015
Public Hearing: May 27, 2015

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 respectively.

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 (**seen in boldface on page 2**). These LCAP Goals are fully described on pages 11-25.

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 at risk students. These goal areas are perfect matches with the intent of the LCAP. A comprehensive list of district interventions for at-risk students is found in Attachment 1.

The LCAP is a requirement of the Local Control Funding Formula (LCFF). CUSD is a Basic Aid District. As such, LCFF funds, per the state formula, do not represent the major source of our funding. The primary source of CUSD funds is local property tax revenue. The Minimum Proportionality Percentage (MPP) which identified LCFF funds for identified groups is 3.68%. The percentage of these identified groups in CUSD is:
- English Learners – 6%
- Students from Low Income Families – 16%
- Foster Youth - .01%

CUSD has chosen to develop an LCAP that focuses on services to these students. Fiscally, this represents "supplemental" funding from LCFF. CUSD does not receive "concentration" funding.

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.

Based on 2014-15 School Year

Category A: Conditions of Learning

Basic Services

- Pupils have access to standards-aligned instructional materials. **LCAP Goal, Identified Need 1,2,3** (Priority 1)
- Degree to which teachers are appropriately assigned and fully credentialed in the subject areas 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

- Implementaion of academic content and performance standards adopted by the state board for all pupils, including English learners. **LCAP Goal, Identified Need 1,2,3** (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 Need 1, 2, 3, 4** (Priority 4)
- Share of English learners that become English proficient. **LCAP Goal, Identified Need 3** (Priority 4)
- English learner reclassification rate. (CUSD performance of Redesignated students is equal to overall student performance) (Priority 4)
- Score on Academic Performance Index. **LCAP Goal, Identified Need 1, 2, 3, 4** (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)

Pupil Achievement (continued)

- 76% of 2015 graduates met the UC/CSU a-g requirements (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. (In 2014-15, parent input meetings were held to gather ELAC, SSC, and PTO LCAP input, as well as staff meetings at each site. Additionally, parent input influences decision making through the CUSD Survey of Parent Satisfaction, completed every other year.) (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 from the Student Assistance Program counselor 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: 3.2%, 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

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

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

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

Involvement Process	Impact on LCAP
Stakeholder Engagement Meetings occurred throughout the year as seen in the Annual Update section below. Groups included in these meetings were site English Learner Advisory Committees (ELAC) and the District English Learner Advisory Committee (DELAC), a district-wide Parent Advisory Committee (PAC), the Student Leadership class at CHS, and faculty from all sites.	Generally, stakeholders were very satisfied with the overall education services provided to students. They were also quite satisfied with the interventions available to students needing assistance. Details are listed in the Annual Update section below. General suggestions included: • Continuing CMS/CHS late bus for Big Sur and Cachagua areas • Study sessions prior to assessments at CHS • District support for literacy component in YMCA summer camp at Captain Cooper • Increase formative assessment in Integrated math courses at CHS • Student surveys of academic preparation among CMS and CHS students • Student-led parent/teacher conferences at age-appropriate elementary grade levels • Efforts to help students become self-advocates for their learning needs
Annual Update: 1. A number of ongoing LCAP meetings for stakeholders occurred during the 2014-15 school year. A DELAC meeting was held at CMS on October 30, 2014 for all secondary English Learner parents. Information included site EL programs, CELDT data, AVID, late bus (to better encourage after school activity participation among EL's) and various support opportunities for EL's. 2. Leadership students at CHS were asked for LCAP input at a meeting held on January 28, 2015. 3. Elementary ELAC meetings occurred March 4, 2015 at Captain Cooper, and March 26 at Tularcitos.	**Annual Update:** 1. Secondary English Learner parents had no specific requests for additional services. They were very appreciative of current efforts to provide a rich experience for English Learners. They were most appreciative for the late bus run, designed to help students in Big Sur and Cachagua participate in after school athletics and tutoring. **The district will continue these late run bus services for the 2015-16 school year.** 2. Students were quick to share positive aspects from their learning experiences across CUSD. These include good learning environments at all schools, the role of the library in elementary and middle school, the broad choice of electives at CHS, and most recently the 1:1 computer program. They suggested removing the block on games from the web access, and structuring study sessions at lunch prior to tests. 3. 41 Captain Cooper parents/staff attended the March 4 LCAP meeting. A number of parents expressed appreciation for the after school homework and tutoring options. They also voiced appreciation for the late bus started this year that allows for secondary students to participate in extracurricular activities. The only request made was for some type of district support for the summer YMCA summer camp offered at Cooper. We are currently exploring the idea of a Cooper staff member offering an academic component within the YMCA program. Title I or district funds might be available for this need. English Learner parents at Tularcitos were quite satisfied with English Language Development (ELD) and intervention services. They had a number of questions about the redesignation criteria and process. They made a request for parent education regarding what they can do at home to support learning for their children. We made a number of suggestions and referenced some related parent education efforts that were ongoing at

	Tularcitos. We will offer these resources again in 2015-16 and be sure to communicate with EL parents about these parent education classes.
4. A Parent Advisory Committee LCAP meeting was held March 17, 2015 at CMS for parent representatives from all sites. PTA/PTO/SSC leadership from all sites were in attendance. District academic performance information was shared. All parents were asked for strengths on which we might build, as well as areas for potential improvement.	4. The LCAP Parent Advisory Committee met for over 90 minutes to review the LCAP document, gain an understanding of the intent, and provide feedback. Parents represented all sites except Captain Cooper. Captain Cooper had its own LCAP meeting earlier in the month. Parents were satisfied with the overall LCAP Goal and the four identified needs, yet had a number of questions regarding Common Core State Standards, English Learners, Special Education students, and students from low income families. Ken Griest and I explained our efforts around these standards and services for these students. The parent representatives did not have suggestions for large scale program or service additions. They did, however, have a few suggestions for district LCAP consideration: • They recommend math teachers at CHS using the new Integrated math program probe deeper into the level of student understanding. Parents reported students had shared that teachers are just learning the program, and sometimes ask quite generally about student understanding, and then move to the next topic. The need for increased levels of formative assessment will be added to Identified Need 1 on page 11 of the LCAP to reflect this concern. • They recommended that secondary principals survey students to gather feedback on student impressions of their level of academic understanding/preparation. The CMS principal, who was in attendance, immediately liked the idea and will add it to his annual survey efforts, which at this point have focused on school climate. District administration will ask CHS to develop such a survey as well. • They recommend elementary principals consider "student-led parent conferences" at the age-appropriate grade levels. One parent attended such a conference this year, and was astounded at how it required the student to be fully tuned in to his/her learning expectations and progress. District administration has followed up with this recommendation with elementary principals. Elementary schools will assemble a teacher committee to design and implement a plan for student-led parent/teacher conferences at appropriate grade levels. • Finally, as they considered the needs of any student needing some immediate learning assistance, they came to appreciate the notion of students becoming self-advocates for their learning needs. This skill varies widely, and should be taught and encouraged so that students do not leave a lesson feeling they have not come to understand the day's learning objective. This notion of self-advocacy could be included in existing site efforts around perseverance. District administration will follow up with principals to explore inclusion of this student self-advocacy recommendation.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:
1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	All students demonstrate achievement of the State Standards and are college and career ready.	Related State and/or Local Priorities:
		1 _X_ 2 _X_ 3 _X_ 4 _X_ 5 _X_ 6 __ 7 __ 8 __
		COE only: 9 __ 10 __
		Local : District Goal Objective 1.1

Identified Need 1:	Improve teaching and learning of State Standards - Mathematics	
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups: ALL	

LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	CUSD will get results from Smarter Balanced (SBAC) math assessments in June, 2015. These results will establish our baseline. We will set appropriately rigorous goals for 2015-16 as indicated by our baseline SBAC and local benchmark results.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
All of students will use State Standards-aligned instructional materials in mathematics. The costs are required due to recurring consumable materials.	ALL	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$57,551 *Lottery*
Elementary teachers and secondary math teachers will receive professional development for mathematics adoptions and follow up training as necessary.	ALL	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$10,000 *Lottery*
All teachers will use the 8 Mathematical Practices daily and include performance tasks for each topic, chapter or unit.	ALL	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		N/A
All math teachers will routinely include formative assessment strategies to determine the level of understanding, and then let this feedback inform necessary follow up instruction. Parents will be kept informed of student progress.	ALL	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		N/A

GOAL:	All students demonstrate achievement of the State Standards and are college and career ready.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 __ 4 _X_ 5 __ 6 __ 7 __ 8 __ COE only: 9 __ 10 __ Local : District Goal Objective 1.1

Identified Need 2:	Improve teaching and learning of State Standards – English Language Arts

Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	CUSD will get results from Smarter Balanced (SBAC) English language arts assessments in June, 2015. These results will establish our baseline. We will set appropriately rigorous goals for 2015-16 as indicated by our baseline SBAC and local writing performance results.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All students will use State Standards-aligned instructional materials in English language arts. These may be new materials or repurposed materials until the new English language arts adoption in 2016-17.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 *Lottery*
All teachers will use State Standards-aligned English language arts writing prompts.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 *Lottery*
All secondary teachers will assign and score at least one Common Core Across the Curriculum activity for all students. This will allow students to practice literacy skills formally in every content area.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 *Lottery*

GOAL:	All students demonstrate achievement of the State Standards and are college and career ready.	Related State and/or Local Priorities: 1_X_ 2_X_ 3_X 4_X_ 5_X_ 6_ 7_X 8_ COE only: 9__ 10__ Local : District Goal Objective 2.1

Identified Need 3:	Improve level of English Language Development/English proficiency among English Learners

Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	English Learners

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	85% of English Learners will advance one CELDT level or score at Early Advanced or higher.

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
All English Language Development teachers will use Next Generation English Development Standards as the instructional base for the English Language Development courses.	ALL English Learners	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 *Lottery*
All English Language Development teachers will continue to provide English Language Development professional development to teachers through activities and resources such as the "ELD Minute" and the CUSD English Language Learner Resources binder.	All teachers	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 *Lottery*
English Language Development teachers and program administrator will monitor redesignation rates to minimize the development of long term English Learners and share information with parents.	English Language Development Teachers	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A

GOAL:	All students demonstrate achievement of the State Standards and are college and career ready.	Related State and/or Local Priorities: 1_ 2_X_ 3_X_ 4_X_ 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local : District Goal Objective 1.2

Identified Need 4:	Ensure At Risk Students are provided with adequate intervention to move toward grade level proficiency	
Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	At Risk Students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	• 80% of elementary students who have participated in a reading intervention will read at grade level (Core in DIBELS) by the close of the 5th grade year. • 75% of 5th grade students who have ever participated in math interventions will earn an average score of 70% or higher on the enVision Topic Tests. • 80% of 8th grade students who have ever been in reading intervention (Read 180, System 44) have met program thresholds to exit the program. • Each Strategies student will achieve at least two of the goals described in their Individual Learning Plan (ILP).

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Sites ensure RtI students are getting the level of support necessary to make progress toward grade level or content proficiency, through staff and program.	At Risk	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) At Risk Students	*Supp./ LCFF* *$657,354* *General Fund* *$28,611* *TOTAL* *$685,965* *(incl. salary adj.)*
Screen and identify elementary students for reading proficiency and use Imagine Learning as an intervention. Screen middle and high school students for reading proficiency and use System 44 or Read180 as intervention.	At Risk	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) At Risk Students	N/A
Use Aeries Analytics to identify at risk students and monitor student progress. Use Aeries Analytics Dashboard to look at school-wide results based on interventions.	At Risk	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) At Risk Students	N/A
Counselors at all sites provide both academic and social/emotional counseling to at risk students. At CHS, a counselor is designated to work with the at risk students in the Student Assistance Program. CUSD is also contracting with Monterey County Health Department for specialized therapeutic services.	At Risk	ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) At Risk Students	$60,000 SAP Counselor *General Fund* $60,000 MC Health Dept. *General Fund*

GOAL:	All students demonstrate achievement of the State Standards and are college and career ready.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Goal Objective 1.2

Identified Need 5:	Improve teaching and learning of Next Generation Science Standards (NGSS)

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Teachers, principals and Chief Academic Officer will implement and monitor transition to Next Generation Science Standards as defined in the district's NGSS Transition Plan.

Actions/Services	Scope of Service	**Pupils to be served within the identified scope of service**	Budgeted Expenditures
Science teachers will adapt curriculum and instruction as necessary to transition to NGSS. Curriculum development time will be provided.	Science Teachers	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,500 *General Fund*
(All science teachers have been provided with "awareness level" professional development for NGSS.) This year, teachers will be offered professional development that targets "transitional level" activities via coaches, workshops and conferences, and release time for curriculum development.	Science Teachers	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 *General Fund*
NGSS instructional coaches will research and share best practice resources. They will develop and model demonstration lessons and observe and provide coaching feedback to department members.	Science Teachers	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$35,000 *General Fund*

GOAL:	All students demonstrate achievement of the State Standards and are college and career ready.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3__ 4 _X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Goal Objective 1.1

Identified Need 1:	Improve teaching and learning of State Standards - Mathematics	
Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	CUSD will get results from Smarter Balanced (SBAC) math assessments in June, 2016. We will set appropriately rigorous goals for 2016-17 as indicated by our baseline SBAC and local benchmark results.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
100% of students will use State Standards-aligned instructional materials in mathematics. The costs are required due to recurring consumable materials.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$57,551 *Lottery*
Elementary teachers and secondary math teachers will receive professional development as needed.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 *Lottery*
All teachers will use the 8 Mathematical Practices daily and include performance tasks for each topic, chapter or unit.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
All math teachers will routinely include formative assessment strategies to determine the level of understanding, and then let this feedback inform necessary follow up instruction. Parents will be kept informed of student progress.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A

GOAL:	All students demonstrate achievement of the State Standards and are college and career ready.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3__ 4 _X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Goal Objective 1.1

Identified Need 2:	Improve teaching and learning of State Standards – English Language Arts	
Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL

LCAP Year 2: 2016-17		
Expected Annual Measurable Outcomes:	CUSD will get results from Smarter Balanced (SBAC) English language arts assessments in June, 2016. We will set appropriately rigorous goals for 2016-17 as indicated by our baseline SBAC and local writing performance results.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All students will use State Standards-aligned instructional materials in English language arts. These may be new materials or repurposed materials until the new English language arts adoption in 2016-17.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	approximately $150,000 (if schools adopt new materials) *Lottery*
All teachers will use State Standards-aligned English language arts writing prompts.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 *Lottery*
All secondary teachers will assign and score at least one Common Core Across the Curriculum activity for all students. This will allow students to practice literacy skills formally in every content area.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 *Lottery*

GOAL:	All students demonstrate achievement of the State Standards and are college and career ready.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_ COE only: 9__ 10__ Local : District Goal Objective 2.1

Identified Need 3:	Improve level of English Language Development/English proficiency among English Learners	
Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	English Learners

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	85% of English Learners will advance one CELDT level or score at Early Advanced or higher.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All English Language Development teachers will use Next Generation English Development Standards as the instructional base for the English Language Development courses.	All English Learners	__ALL _____ OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 *Lottery*
All English Language Development teachers will continue to provide English Language Development professional development to teachers through activities and resources such as the "ELD Minute" and the CUSD English Language Learner Resources binder.	All teachers	__ALL _____ OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 *Lottery*
English Language Development teachers and program administrator will monitor redesignation rates to minimize the development of long term English Learners and share information with parents.	English Language Development Teachers	__ALL _____ OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A

GOAL:	All students demonstrate achievement of the State Standards and are college and career ready.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6_X_ 7_X_ 8X COE only: 9__ 10__ Local : District Goal Objective 1.2

Identified Need 4:	Ensure At Risk Students are provided with adequate intervention to move toward grade level proficiency

Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	At Risk Students

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	• 80% of elementary students who have participated in a reading intervention will read at grade level (Core in DIBELS) by the close of the 5th grade year. • 75% of 5th grade students who have ever participated in math interventions will earn an average score of 70% or higher on the enVision Topic Tests. • 80% of 8th grade students who have ever been in reading intervention (Read 180, System 44) have met program thresholds to exit the program. • Each Strategies student will achieve at least two of the goals described in their Individual Learning Plan (ILP).

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Sites ensure RtI students are getting the level of support necessary to make progress toward grade level or content proficiency, through staff and program.	At Risk	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) At Risk Students	*Supp./ LCFF* $657,354 *General Fund* $56,306 *TOTAL* $713,660 *(incl. salary adj.)*
Screen and identify elementary students for reading proficiency and use Imagine Learning as an intervention. Screen middle and high school students for reading proficiency and use System 44 or Read180 as intervention.	At Risk	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) At Risk Students	N/A
Use Aeries Analytics to identify at risk students and monitor student progress. Use Aeries Analytics Dashboard to look at school-wide results based on interventions.	At Risk	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) At Risk Students	N/A
Counselors at all sites provide both academic and social/emotional counseling to at risk students. At CHS, a counselor is designated to work with the at risk students in the Student Assistance Program.	At Risk	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) At Risk Students	$60,000 SAP Counselor *General Fund*

GOAL:	All students demonstrate achievement of the State Standards and are college and career ready.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Goal Objective 1.2

Identified Need 5:	Improve teaching and learning of Next Generation Science Standards (NGSS)	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 2: 2016-17		
Expected Annual Measurable Outcomes:	Teachers, principals and Chief Academic Officer will implement and monitor transition to Next Generation Science Standards as defined in the NGSS Transition Plan.	

Actions/Services	Scope of Service	**Pupils to be served within the identified scope of service**	Budgeted Expenditures
Science teachers will adapt curriculum and instruction as necessary to transition to NGSS. Curriculum development will be provided.	Science Teachers	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,500 *General Fund*
(All science teachers have been provided with "awareness level" professional development for NGSS.) This year, teachers will be offered professional development that targets "transitional level" activities via coaches, workshops and conferences, and release time for curriculum development.	Science Teachers	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 *General Fund*
NGSS instructional coaches will research and share best practice resources. They will develop and model demonstration lessons and observe and provide coaching feedback to department members.	Science Teachers	_X_ALL	$35,000 *General Fund*

GOAL:	All students demonstrate achievement of the State Standards and are college and career ready.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3__ 4 _X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Goal Objective 1.1

Identified Need 1:	Improve teaching and learning of State Standards - Mathematics	
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups: ALL	

LCAP Year 3: 2017-18		
Expected Annual Measurable Outcomes:	CUSD will get results from Smarter Balanced (SBAC) math assessments in June, 2018. We will set appropriately rigorous goals for 2017-18 as indicated by our baseline SBAC and local benchmark results.	

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
100% of students will use State Standards-aligned instructional materials in mathematics. The costs are required due to recurring consumable materials.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 57,551 *Lottery*
Elementary teachers and secondary math teachers will receive professional development as needed.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 *Lottery*
All teachers will use the 8 Mathematical Practices daily and include performance tasks for each topic, chapter or unit.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A
All math teachers will routinely include formative assessment strategies to determine the level of understanding, and then let this feedback inform necessary follow up instruction. Parents will be kept informed of student progress.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A

GOAL:	All students demonstrate achievement of the State Standards and are college and career ready.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 __ 4 _X_ 5 __ 6 __ 7 __ 8 __ COE only: 9 __ 10 __ Local : District Goal Objective 1.1

Identified Need 2:	Improve teaching and learning of State Standards – English Language Arts	
Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	CUSD will get results from Smarter Balanced (SBAC) English language arts assessments in June, 2018. We will set appropriately rigorous goals for 2017-18 as indicated by our baseline SBAC and local writing performance results.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All students will use Common Core State Standards-aligned instructional materials in English language arts.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(remaining portion of $150K if schools did not adopt prior year) *Lottery*
All teachers will use Common Core State Standards-aligned English language arts writing prompts.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 *Lottery*
All secondary teachers will assign and score at least one Common Core Across the Curriculum activity for all students. This will allow students to practice literacy skills formally in every content area.	ALL	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 *Lottery*

GOAL:	All students demonstrate achievement of the State Standards and are college and career ready.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_ COE only: 9__ 10__ Local : District Goal Objective 2.1

Identified Need 3:	Improve level of English Language Development/English proficiency among English Learners	
Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	English Learners

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	85% of English Learners will advance one CELDT level or score at Early Advanced or higher.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All English Language Development teachers will use Next Generation English Development Standards as the instructional base for the English Language Development courses.	ALL English Learners	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 *Lottery*
All English Language Development teachers will continue to provide English Language Development professional development to teachers through activities and resources such as the "ELD Minute" and the CUSD English Language Learner Handbook.	All teachers	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 *Lottery*
English Language Development teachers and program administrator will monitor redesignation rates to minimize the development of long term English Learners and share information with parents.	English Language Development Teachers	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	N/A

GOAL:	All students demonstrate achievement of the State Standards and are college and career ready.	Related State and/or Local Priorities: 1_ 2_X_ 3__ 4_X_ 5_ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local : District Goal Objective 1.2

Identified Need 4:	Ensure At Risk Students are provided with adequate intervention to move toward grade level proficiency

Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	At Risk Students

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	• 80% of elementary students who have participated in a reading intervention will read at grade level (Core in DIBELS) by the close of the 5th grade year. • 75% of 5th grade students who have ever participated in math interventions will earn an average score of 70% or higher on the enVision Topic Tests. • 80% of 8th grade students who have ever been in reading intervention (Read 180, System 44) have met program thresholds to exit the program. • Each Strategies student will achieve at least two of the goals described in their Individual Learning Plan (ILP).

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Sites ensure RtI students are getting the level of support necessary to make progress toward grade level or content proficiency, through staff and program.	At Risk	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) At Risk Students	*Supp./ LCFF* $657,354 *General Fund* $81,284 *TOTAL* $738,638 *(incl. salary adj.)*
Screen and identify elementary students for reading proficiency and use Imagine Learning as an intervention. Screen middle and high school students for reading proficiency and use System 44 or Read180 as intervention.	At Risk	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) At Risk Students	N/A
Use Aeries Analytics to identify at risk students and monitor student progress. Use Aeries Analytics Dashboard to look at school-wise results based on interventions.	At Risk	__ALL OR: ___Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) At Risk Students	N/A
Counselors at all sites provide both academic and social/emotional counseling to at risk students. At CHS, a counselor is designated to work with the at risk students in the Student Assistance Program.	At Risk	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify) At Risk Students	$60,000 SAP Counselor *General Fund*

GOAL:	All students demonstrate achievement of the State Standards and are college and career ready.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Goal Objective 1.2

Identified Need 5:	Improve teaching and learning of Next Generation Science Standards (NGSS)	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	Teachers, principals and Chief Academic Officer will implement and monitor transition to Next Generation Science Standards as defined in the NGSS Transition Plan.

Actions/Services	Scope of Service	Pupils to be served within the identified scope of service	Budgeted Expenditures
Science teachers will adapt curriculum and instruction as necessary to transition to NGSS. Curriculum development will be provided.	Science Teachers	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,500 *General Fund*
(All science teachers have been provided with "awareness level" professional development for NGSS.) This year, teachers will be offered professional development that targets "transitional level" activities via coaches, workshops and conferences, and release time for curriculum development.	Science Teachers	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 *General Fund*
NGSS instructional coaches will research and share best practice resources. They will develop and model demonstration lessons and observe and provide coaching feedback to department members.	Science Teachers	_X_ALL	$35,000 *General Fund*

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	All students demonstrate achievement of the Common Core State Standards and are college and career ready.
	• Identified Needs:
	  • Common Core State Standards-aligned instructional materials in Mathematics
	  • Provide necessary Professional Development
	  • Establish student performance baseline for Smarter Balanced Assessment in mathematics
		Related State and/or Local Priorities:
		1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__
		COE only: 9__ 10__
		
		Local : District Goal Objective 1.1

Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	1. All teachers/students will use Common Core State Standards-aligned mathematics materials. 2. All teachers will be trained for new adoptions 3. Establish student performance baseline for Smarter Balanced Assessment in mathematics.	Actual Annual Measurable Outcomes:	1. Elementary and high schools have adopted Common Core State Standards-aligned materials, enVision and Carnegie Learning, respectively. CMS used "bridge materials" for 14-15, and have adopted a new program, Carnegie Learning, for use in 15-16. 2. All CHS math teachers provided with two days of training for Carnegie Learning and up to 3 days of related curriculum development. Elementary teachers used summer curriculum development days to develop performance based tasks. CMS math teachers used this time to articulate the curriculum with the new high school Integrated math sequence. 3. Baseline year for Smarter Balanced math assessment. Percent of students meeting state performance target:

	CUSD	STATE
3rd Grade	75%	40%
4th Grade	65%	35%
5th Grade	68%	30%
6th Grade	72%	33%
7th Grade	74%	34%
8th Grade	75%	33%
11th Grade	51%	29%

LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1. Adopt new CMS/CHS materials: Carnegie Learning 2. Professional Development on Carnegie Learning, curriculum development 3. Increase use of 8 Mathematical Practices and performance-based tasks		• $48,000 • $10,000	1. Purchased and implemented new CHS materials: Carnegie Learning. CMS also adopted and purchased Carnegie Learning at the end of 14-15 school year for 15-16 implementation. The teacher materials and Cognitive Tutor intervention materials ended up costing more than anticipated. 2. Professional Development on Carnegie Learning, curriculum development 3. 8 Mathematical Practices are implemented on a daily basis and performance-based tasks are included for each topic or chapter. Academic coaches provided resources and leadership for teachers.	• $67,000 • $14,342
Scope of service:	1 & 2 High school students 3. All schools		Scope of service:	1 & 2 High school students 3. All schools	
_X_ALL			_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	CMS and CHS have adopted a Common Core State Standards-aligned math program from Carnegie Learning. The teacher materials and Cognitive Tutor intervention materials ended up costing more than anticipated. Approximately $50,500 will be needed annually for the recurring costs of student consumable materials. After receiving results from the 2015 Smarter Balanced Assessment, math teachers will work with administration to set goals as indicated by the results.

Original GOAL from prior year LCAP:	All students demonstrate achievement of the State Standards and are college and career ready.
	• Identified Needs:
	  • State Standards instructional materials in English Language Arts
	  • Establish student performance baseline for Smarter Balanced Assessment in English language arts
		Related State and/or Local Priorities:
		1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__
		COE only: 9__ 10__
		
		Local : District Goal Objective 1.1

Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	1. All teachers/students will use State Standards-aligned instructional materials 2. Develop Smarter Balanced-aligned writing prompts and close reading activities. Focus on routine use of collaborative conversation strategies. 3. Establish student performance baseline for Smarter Balanced Assessment in English language arts and local writing benchmark.	Actual Annual Measurable Outcomes:	1. Standards-aligned instructional materials were purchased as needed (see next page). 2. Curriculum planning was provided to specific elementary teachers as well as middle and high school English teachers. All levels revised writing prompts, and developed close reading and collaborative conversation activities. 3. Baseline year for: A. Smarter Balanced English Language Arts *Percent of students meeting state performance target*:

	CUSD	STATE
3rd Grade	78%	38%
4th Grade	79%	40%
5th Grade	84%	44%
6th Grade	83%	43%
7th Grade	78%	44%
8th Grade	83%	45%
11th Grade	81%	56%

B. Local Writing Assessment Results

Grade	% Thorough/Adequate
K	67%
1	55%
2	70%
3	80%
4	67%
5	73%
6	71%
7	86%
8	65%
10	47%
11	65%

LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1. Purchase materials or revise curriculum as is necessary. 2. Professional Development time to align learning activities with State Standards		• $10,000 • $10,000	1. Numerous elementary and high school supplementary reading materials were purchased to increase rigor and improve access to informational texts 2. Close reading/text dependent question strategies inservices were provided for teachers at all levels. Graphic organizers and classroom charts were developed and made available to elementary teachers. 3. Teachers at all levels developed and implemented common close reading activities. Common writing prompts were developed or revised at all levels. All levels developed strategies to promote collaborative conversations among students. English language arts academic coaches provided resources and leadership across these efforts.	1. $60,416 2-3. $10,551
Scope of service: All schools			Scope of service: All schools	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We ended up spending considerably more than budgeted in this area. As we targeted CCSS-aligned materials, CHS had a need for significant replacement of novels. Additionally, we spent more funds on elementary writing materials as we piloted a new writing program. We also had additional costs due to increased elementary enrollment. English teachers will begin to review English language arts materials for new adoption, if available. The adoption is anticipated for the 2016-17 school year. We will continue to identify areas of focus as we review results from the 2015 Smarter Balanced Assessment.			

Original GOAL from prior year LCAP:	All students demonstrate achievement of the State Standards and are college and career ready. • Identified Needs: • Improve level of English Language Development/English proficiency among English Learners	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Goal Objective 1.2

Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups: English Learners

Expected Annual Measurable Outcomes:	1. 85% of English Learners will advance one performance level or score Early Advanced or Advanced on CELDT	Actual Annual Measurable Outcomes:	1. 85% of English Learners will advance one performance level or score Early Advanced or Advanced on CELDT CELDT results: 2. Due to the limited number of English Learners and redesignated students, the redesignation rate is subject to high levels of variance. As such, it is of very little value as a metric

School	13-14	14-15
Captain Cooper	77%	75%
Tularcitos	70%	79%
River School	86%	91%
Carmel Middle School	78%	89%
Carmel High School	100%	92%
CUSD Overall	78%	83%

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

1. All English Language Development Teachers will use Next Generation English Language Development Standards-aligned instructional materials
2. All English Language Development teachers will provide ongoing English Language Development professional development at their sites
 	
3. Provide information and education activities to English Learner parents.
	• $5,000	1. Curriculum was repurposed to meet the Next Generation English Language Development Standards
		2.
		   • The English Language Learner Handbook and Master Plan was revised to reflect new standards and redesignation requirements
		   • English Language Development teachers provided site-based training, such as the "ELD Minute" at faculty meetings
		3. Meetings were held for English Learner parents at both the elementary and secondary levels. Program and support information was shared at each meeting. Specific information included:
		   o Promoting academic behavior at home, study skills, family support, technology use for students and parents, and communication with teachers. At Tularcitos, school staff initiated the Spanish version of the Active Parenting curriculum in direct response to English Learner parent requests from last year's LCAP meeting.
		4. While not planned, to better meet the needs of English Learners, we added one section of English Language Development at CMS after the school year began.
			1. $3,603
			
			2. N/A
			
			3. N/A
			
			4. $15,000 *General Fund*

Scope of service: English Learners		Scope of service: English Learners	
__ALL		__ALL	
OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We brought in a consultant to look at our English Language Development (ELD) practices and procedures. Schools made adjustments per the recommendations as appropriate. At CMS, for example, we determined that CELDT level 1 and 2 students needed an additional section of English Language Development to fully meet their needs. The cost of this section was approximately $15,000. Additionally, we are developing a document for elementary teachers that describes the specific grade level ELD outcomes at the elementary level.		

Original GOAL from prior year LCAP:	All students demonstrate achievement of the State Standards and are college and career ready. • Identified Needs: • Ensure At Risk Students are provided with adequate intervention to move toward grade level proficiency	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : District Goal Objective 1.3

Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups: At Risk Students, including Special Ed. students

Expected Annual Measurable Outcomes:	1. 80% of Read 180 students will make adequate progress to exit intervention.
	2. 60% of students will improve grades over prior year:
	    • 60% of elementary students in reading or math interventions will improve at least one performance level in that content area, comparing second trimester grades with the prior year's final marking period.
	    • 60% of secondary students in a content-specific support class will improve their current grade from the prior year's final marking period.
	
	3. Maintain current level of Special Ed. placements (this level has declined since our RtI implementation began in 2007.)
		Actual Annual Measurable Outcomes:	1. 36% of Read 180 students made adequate progress to exit intervention.
			2.
			
			    • 37% of elementary students in reading or math interventions improved their grade.
			
			    • 72% of secondary students in content-specific support classes improved their grade.
			
			3. From 2007 to 2014, the percent of Special Ed. students with a Specific Learning Disability has declined by **39%**, from 151 to 110 students.

LCAP Year: 2014-15			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Ensure RtI students are getting level of support necessary to make progress toward grade level or content proficiency. 2. Use Aeries Analytics to better monitor progress among RtI students.	$659,000	1. RtI teams at every site have or established comprehensive procedures to identify students, provide support and monitor progress among At Risk Students. Increased costs are due to step and column estimates. Funding is from General Fund. 2. The district has provided numerous trainings for impacted staff on the use of Aeries Analytics. Administration and RtI teams are the primary users of this program. Comprehensive "student dashboard" information will allow users to access timely progress among RtI students.	$668,000
Scope of service: At Risk		Scope of service: At Risk	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_____At Risk_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)____At Risk_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to provide RtI programs and services at all school sites. The comprehensive list of these services can be seen in Attachment 1. We will adjust these services annually to meet the needs of students. Specific focus areas include primary grade reading intervention, math intervention at all grade levels, and literacy intervention at all grade levels. The FTE for these services is 7.4 FTE. Our elementary and middle school reading interventions are very strong. As students leave 5th grade, 79% of students who have ever been in a reading intervention are reading at grade level. At middle school, 83% of students who participated in reading interventions have made sufficient progress to exit the intervention program. 70% of elementary students in math interventions earned an average score of 70% or higher on the district benchmark tests. At the secondary level, 72% of students in a content-specific support class improved their grade over the grade earned in the final marking period of the prior year. As is clear from #3 above in the Actual Annual Measurable Outcomes, we have fewer students qualifying for SPED services. Those who do qualify have more pronounced learning disabilities. Despite this circumstance, approximately 88% - 90% of SPED students earn a high school diploma based on data over the last three years.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$ 638,824

We receive $638,824 of supplementary grant funding.   For the 2015-16 school year, the estimated expense for intervention services will be $685,965. Our five Identified Need areas provide significant detail of how our programs and services meet the needs of our LCAP-identified student groups. These needs include: standards-aligned materials in English language arts and mathematics; English language improvement among English learners; interventions for at-risk students, and transitional NGSS activities.

Efforts for at-risk students are described in Identified Need 4 on page 15. These interventions are over and above the level of services provided to all students. Reading and math interventions are provided for at-risk elementary students, including LCAP-identified student groups. Additionally, these elementary students are provided with before and after school interventions. At the secondary level, content-specific support classes are provided for at-risk students. Tutoring before and after school is also available. ELD support is provided to English Learners beyond the required ELD classes, with a specific emphasis on writing. A specific counselor is available for at-risk students at CHS to provide social/emotional support. The middle school provides an opportunity education option for our most challenged learners and we have a small continuation high school as an option for high school students.

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

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

| 3.68 | % |

The Minimum Proportionality Percentage for CUSD for 2015-16 is 3.68%. We anticipate spending $657,354 for our intervention services for 2015-16, which is in excess of the MPP requirement.

Standards-aligned instructional materials is a must. CUSD will complete this mandate in 2015-16. All schools will have new Common Core math materials and repurposed English language arts materials. English Language Development (ELD) teachers have revised the ELD Handbook and Master Plan. This includes developing a document that describes specific learning outcomes for English learners that can be shared with all elementary teachers. For at-risk students, we have comprehensive intervention programs and services that go well beyond the services provided for all pupils. These interventions are embedded during the school day, as well as before and after school. They can be seen in Attachment 1.

Efforts for at-risk students are described in Identified Need 4 on page 15. These interventions are over and above the level of services provided to all students. Reading and math interventions are provided for at-risk elementary students, including LCAP-identified student groups. Additionally, these elementary students are provided with before and after school interventions. At the secondary level, content-specific support classes are provided for at-risk students. Tutoring before and after school is also available. ELD support is provided to English Learners beyond the required ELD classes, with a specific emphasis on writing. A specific counselor is available to at-risk students at CHS to provide social/emotional support. The middle school provides an opportunity education option for our most challenged learners and we have a small continuation high school as an option for high school students.

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

Local Control 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 and transition to Next Generation Science Standards (NGSS) by 2016-17
     - Professional Development and Curriculum Development time will be provided to fully understand and implement these standards
     - Academic coaches will be provided at all sites for math, ELA, and NGSS
     - 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 by 2015-16
     - 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) will be provided
     - 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

- o Reading intervention will be provided in grades 1-12
  - ▪ Classroom level differentiation
  - ▪ Additional Interventions:

ELEMENTARY:	SECONDARY:	ALL:
-Reading support pull-out	-ELA support classes (CMS, CHS)	-Co-teaching (all sites)
-Title I Literacy	-System 44 (CMS)	
-Read Live	-Read 180 (CMS, CHS)	
-Imagine Learning		

- o Math interventions will be provided in grades 1-12
  - ▪ Classroom level differentiation
  - ▪ Additional Interventions:

ELEMENTARY:	SECONDARY:	ALL:
-iLearn	-Math 180 (CMS/CHS)	-Co-teaching -iPass Math (Elementary)
-FASST Math	-Math support class (CMS, CHS)	-After school tutoring or HW support
-iPass Math	-Office hours (CHS)	

- • 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:
     - o School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Association/Organization (PTA/PTO), LCAP Parent Advisory Committee
   - • Each site will develop a parent support plan as needed to address topics such as:
     - o Parenting
     - o Computer/Communication Skills
     - o Life Skills Training (Cachagua, CCS, CMS)
     - o Elective Opportunities for Advanced Learners
     - o Drug/Alcohol Awareness
     - o College Information
     - o Digital Citizenship
     - o Puberty Ed Info. for Parents
     - o Internet Safety
     - o Positive Solutions for Families
     - o Writing Program Support
     - o EL Parent Support at CCS and Tular

4. **Student Achievement**
   - • Core program assessments
   - • District writing benchmarks

- Interim SBAC math benchmarks
- DIBELS, SRA (reading), SMA (math)
- Class grades
- State Assessments
  - SBAC
  - 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

- o Independent Study
- o Opportunity classes at CMS
- o Strategies classes at CHS
- o Carmel Valley High School

6. **School Climate**
   - Minimize suspensions/expulsions
     - o In-school suspension program (possible expansion to CHS)
     - o Use Power Forward to reduce suspension terms
     - o Voluntary Random Drug Testing
     - o Saturday School
   - Promote a bully-free environment
     - o 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)
     - o 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
     - o Review/improve procedures as a result of annual safety audits
     - o Provide annual training to all staff on safety procedures
     - o Implement Door Block system for Hostile Intruder protocol
     - o 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
     - o Personal safety in-services
     - o 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
     - o Student Assistance Program
     - o Life Skills Training
     - o Social Norms Campaign
     - o AlcoholEDU
     - o Sober Grad Night
     - o ALOHA Program
     - o Annual Anti-Drinking and Driving Event
     - o Voluntary Random Drug Testing Program
     - o Random K9 Contraband Sweeps
     - o Power Forward

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 Monterey Peninsula Community College

8.   Other Student Outcomes

- Percent of students reading at grade level by end of 2nd and 3rd grade
- Percent of students reading at grade level who have ever participated in reading intervention as they exit 5th grade
- Percent of students meeting 70% average score on math benchmarks who have ever participated in math interventions as they exit 5th grade
- Percent of secondary students who improve grade if in content-specific support class
- 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
- Percent of EL students advancing on CELDT level per year
- CTE participation
- Secondary level D/F rate