

**Carmel Unified School District  
Local Control Accountability Plan 2016/17 – 2018/19**

**Public Hearing: June 8, 2016**

**BOE Adopted: June 22, 2016**

**Introduction**

Each year, all California school districts are required to develop a Local Control Accountability Plan (LCAP). Our LCAP identifies targeted strategies to support student learning aligned to the state’s eight priorities articulated later in this plan (see page 2). The eight priorities are further organized into three categories: conditions for learning, pupil (student) outcomes, and engagement.

This year, Carmel Unified School District (CUSD) worked to increase opportunities for stakeholders to provide input. With the increase in stakeholder input, our LCAP and district goals align to stakeholder priorities and identified needs through data analysis. While our LCAP goals and actions address each of the state’s eight priority areas, we are providing relevant data on page 2 to help all of our stakeholders understand CUSD’s performance.

Our goals articulated in this LCAP both match the state’s intent and our stakeholders’ priorities. Our LCAP, district and site goals are articulated in this plan along with measurable outcomes and supporting actions and services. The goals address student achievement, college and career readiness, implementation of state standards (including Next Generation Science Standards and Next Generation English Language Development Standards), and support for our at-risk students. A comprehensive list of interventions can be found in Attachment 1.

California uses a Local Control Funding Formula (LCFF) to allocate money to its school districts, and the LCAP is a requirement to both gather stakeholder input and to articulate the district’s plan to use the allocated money. Since CUSD is a Basic Aid District, the largest portion of our revenue is generated through local property tax revenue. Consequently, the Minimum Proportionality Percentage which identified LCFF for our identified groups – English Learners, students from low income families and Foster Youth – is **3.07%**. The percentage of our district population of these identified groups is:

**English Learners – 5%**

**Students from low income families – 12%**

**Foster Youth – .08%**

CUSD’s LCAP articulates services for all students, along with attention to these specific populations.

**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 2015-16 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: 97% 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: 79%, state: 67%)** (Priority 4)
- Share of pupils determined prepared for college by the Early Assessment Program. **(Our baseline was established in 2014-15 on the CAASPP – ELA: 81%, Math: 53%)** (Priority 4)

**Pupil Achievement (continued)**

- **75% of 2016 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 2015-16, parent input meetings were held to gather ELAC, SSC, PTO and community LCAP input, as well as staff meetings at each site. Parent input influences decision making through the CUSD Survey of Parent Satisfaction.)** (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: .01%, state: 13%)** (Priority 5)
- High school graduation rates **(CUSD: 99%; state 79%)** (Priority 5)

**School Climate**

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

**Other Student Outcomes**

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

LEA: [Carmel Unified School District](#) Contact: [Mike Heffner, Chief Academic Officer, mheffner@carmelunified.org](#)

LCAP Year: [2016-17](#)

### 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																																								
<p>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 Parent-Teacher Organizations, Site Councils, the Student Leadership and AVID classes at CHS, class presentations at Carmel Valley High School, and faculty meetings at school sites.</p>	<p>As a result of the increased stakeholder engagement, we have crafted new goals for the district. The new goals are framed around the three areas that consistently came up with all of our stakeholder groups: academic, social-emotional and professional learning.</p>																																								
<p>A list of stakeholder engagement meetings/communications is below:</p>																																									
<table border="1"> <tbody> <tr><td>November 12</td><td>DELAC</td></tr> <tr><td>January 13</td><td>Board Weekly</td></tr> <tr><td>January 27</td><td>Board Meeting</td></tr> <tr><td>February 3</td><td>Tularcitos PTO Meeting CMS PTO Meeting</td></tr> <tr><td>February 4</td><td>CHS PTO Meeting</td></tr> <tr><td>February 12</td><td>Tularcitos Staff Meeting</td></tr> <tr><td>February 25</td><td>Community Forum</td></tr> <tr><td>March 10</td><td>Community Forum</td></tr> <tr><td>March 11</td><td>Board Weekly</td></tr> <tr><td>March 23</td><td>River PTO Meeting</td></tr> <tr><td>March 24</td><td>Community Forum</td></tr> <tr><td>April 1</td><td>Student Forum</td></tr> <tr><td>April 6</td><td>CVHS Staff Meeting Student Forum</td></tr> <tr><td>April 7</td><td>CMS Staff Meeting</td></tr> <tr><td>April 20</td><td>Board Meeting</td></tr> <tr><td>April 21</td><td>CHS Staff Meeting</td></tr> <tr><td>April 22</td><td>Cooper Staff Meeting Tularcitos Staff Meeting</td></tr> <tr><td>April 24</td><td>River Staff Meeting</td></tr> <tr><td>May 13</td><td>Board Weekly</td></tr> <tr><td>June 8</td><td>Public Hearing</td></tr> </tbody> </table>	November 12	DELAC	January 13	Board Weekly	January 27	Board Meeting	February 3	Tularcitos PTO Meeting CMS PTO Meeting	February 4	CHS PTO Meeting	February 12	Tularcitos Staff Meeting	February 25	Community Forum	March 10	Community Forum	March 11	Board Weekly	March 23	River PTO Meeting	March 24	Community Forum	April 1	Student Forum	April 6	CVHS Staff Meeting Student Forum	April 7	CMS Staff Meeting	April 20	Board Meeting	April 21	CHS Staff Meeting	April 22	Cooper Staff Meeting Tularcitos Staff Meeting	April 24	River Staff Meeting	May 13	Board Weekly	June 8	Public Hearing	
November 12	DELAC																																								
January 13	Board Weekly																																								
January 27	Board Meeting																																								
February 3	Tularcitos PTO Meeting CMS PTO Meeting																																								
February 4	CHS PTO Meeting																																								
February 12	Tularcitos Staff Meeting																																								
February 25	Community Forum																																								
March 10	Community Forum																																								
March 11	Board Weekly																																								
March 23	River PTO Meeting																																								
March 24	Community Forum																																								
April 1	Student Forum																																								
April 6	CVHS Staff Meeting Student Forum																																								
April 7	CMS Staff Meeting																																								
April 20	Board Meeting																																								
April 21	CHS Staff Meeting																																								
April 22	Cooper Staff Meeting Tularcitos Staff Meeting																																								
April 24	River Staff Meeting																																								
May 13	Board Weekly																																								
June 8	Public Hearing																																								
<p>This year, the district significantly increased the opportunities for stakeholders to engage in the LCAP process as seen in the Annual Update. Combined face-to-face and online opportunities were offered to allow for multiple opportunities and approaches to capture stakeholder voices in the update process. In addition to the</p>	<p>As a result of the stakeholder input, we have made a significant change to support our low income students. Captain Cooper School will receive the full allocation of Title I funds for the next academic year to provide more intensive and targeted support for the students at the school.</p> <p>Generally, stakeholders were very satisfied with the overall education services provided to students (96% of parents on our survey). They were also quite satisfied with the interventions available to students needing assistance. Details are listed in Annual Update section below. General suggestions included:</p> <ul style="list-style-type: none"> <li>• Continuing CMS/CHS late bus for Big Sur and Cachagua areas</li> <li>• Study sessions prior to assessment in Integrated math courses at CHS</li> <li>• Student surveys of academic preparation among CMS and CHS students</li> <li>• Efforts to help students become self-advocates for their learning needs</li> <li>• Increase instructional coaching to support individualized teacher learning in support of student learning</li> </ul> <p><b>Annual Update:</b></p> <ol style="list-style-type: none"> <li>1. English Learner parents with students at our middle and high schools expressed strong satisfaction for our efforts to provide a rich experience for English Learners. They were most appreciative for the late bus, designed to help students in Big Sur and Cachagua participate in after school athletics and tutoring. We shared late bus usage data with the parents, showing how students took more advantage of the late bus immediately prior to grade reporting. The district will continue these late bus</li> </ol>																																								

increased opportunities for stakeholder input, our approach to capturing their input changed in hopes of making the input process more interactive as well as targeted. Beginning in the fall, we began this year's process with stakeholder forums. As we continued into the winter, the district's leadership team completely shifted its approach to goal setting to align all goals, both at the site and district, to align our LCAP.

In this effort, our school parent clubs and site councils were given updates on progress to the previous year's goals and were asked to help explain how we achieved the results, offer new ideas to improve the results and ways to measure the new ideas. The district then hosted three Community Input Forums, one in each geographical region of the district – Big Sur, Carmel-by-the-Sea, and Carmel Valley. After the third community forum, the slides and input documents were shared through the district website to provide additional opportunity and access for community input regardless of attendance at the forums. A parent survey was administered in the spring to allow for trend data as well.

Student voice and engagement in the process was also substantially increased this year. At Carmel High School, we provided classroom presentations and student input with both our AVID classes and the student leadership class. Additionally, student surveys were conducted at Carmel High School, Carmel Valley High School, and Carmel Middle School. Following the survey, a student forum was held at Carmel High School to both share survey results and provide time for discussion and processing.

All staff were provided opportunities to both help prioritize other stakeholder group input and provide additional input from their perspective and experience. A staff survey was conducted during the spring to allow for additional staff input; this survey aligns to both the parent survey and the California Healthy Kids Survey, allowing the district to see a 360 degree snapshot of stakeholder perspectives.

Our district leadership team (known locally as AC), comprised of all sites administrators and district department leaders, worked collaboratively to synthesize all of the stakeholder input in support of new goals, action items, measurable outcomes to inform the LCAP and Single Plans for Student Achievement. As a result of the significant changes to our LCAP and goal setting processes, the district contracted with West Ed to support the alignment of site and district goals.

The Carmel Unified School Board of Education was engaged throughout the

services for the 2016-17 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. At our middle school 96% of students reported they believe that the school provides them with a good education, and 92% reported that they have sufficient instructional materials; at our high school 97% felt they are provided a good education and 95% believe they have sufficient instructional materials. High school students also expressed a desire to enhance drug and alcohol prevention efforts. We are forming a stakeholder group, which will be tasked with researching and recommending additional social-emotional supports.
3. Roughly one-third of our Big Sur parents attended our community forum. 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. Parents expressed interest in expanding the music program at Captain Cooper School, which the district is exploring with existing staff. We are exploring the addition of a .2 music teacher to specifically address this concern.
4. English Learner parents at Tularcitos were quite satisfied with English Language Development (ELD) and intervention services. We will offer these resources again in 2016-17. In an effort to further engage the parents of our second language learners who attend Tularcitos, we plan to hold a community input forum at the Cachagua Center next year.

process. A presentation to the Board included access and support to explore the Monterey County Office of Education’s commissioned District Comparability Report in preparation for our goal setting processes in the winter and spring. At the conclusion of that Board presentation, an overview of the LCAP input process was shared and discussed. Throughout the winter and spring, our Board was provided updates and input on the district’s efforts.

Prior to a request for Board approval, we closed the input process by providing feedback to our stakeholder groups. Site leaders shared the goals, actions and measurements that emerged from the stakeholder input through staff meetings and within their regular communication with their school communities.

**Annual Update:**

Significant effort went into ensuring that the information provided to each group was consistent. Each stakeholder group presentation included:

- Data regarding CUSD student performance on the CAASPP
- Comparative CAASPP data for CUSD and the state, overall
- Multi-year data on college readiness (a-g completion) and college preparedness (SAT, ACT, and AP exams)
- English Learner progress data (CELDT)
- Social-emotional data (California Healthy Kids Survey)
- LCFF and LCAP overview
- Overview of the state’s eight priority areas

Each presentation provided opportunities for the group to record possible ideas, strategies and measurements.

**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?

GOAL1 :	All students engage in challenging, innovative and relevant curriculum that prepares them for college, career and global citizenship.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: District Goal #1		
Identified Need 1:	Support continuous improvement in the teaching and learning of state standards.			
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL			
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	CUSD will increase the number of students performing at the “Met Standard” and “Exceeded Standard” on both the math and ELA portions of CAASPP at all grade levels tested. 80% for English Language Arts and 70% for Math.			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1	All students will use instructional materials aligned to State Standards.  Funding will support associated costs with recurring consumable materials adopted.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (specify): _____	\$50,000 <i>General Fund</i>
2	All teachers will use standards-aligned English Language Arts writing prompts with students.  Funding will be used for release time to develop new prompts as needed and for collaborative scoring.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (specify): _____	\$5,000 <i>General Fund</i>
3	All teachers will use standards-aligned instructional materials in English Language Arts.  Transitional Kindergarten through 5 <sup>th</sup> grade teachers will review state approved English Language Arts textbooks and supplemental materials for possible adoption in the 2017-18 school year.  Funding will allow for the adoption of new instructional materials.	TK-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (specify): _____	\$150,000 <i>General Fund</i>

<p>4</p>	<p>Elementary, middle and high school teachers will align science courses and instruction to Next Generation Science Standards. Curriculum development support will be provided through the allocation of funds for release time and substitute teachers.</p> <p>Funding will support release time, substitute teachers and instructional materials.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>\$10,500  <i>General Fund</i></p>
<p>5</p>	<p>All math teachers will use the 8 Mathematical Practices daily and include performance tasks for each topic, chapter or unit.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>N/A</p>
<p>6</p>	<p>Screen, identify and serve elementary school students for reading proficiency and use blended learning strategies to intervene (Imagine Learning).</p> <p>Screen, identify and serve middle and high school students for reading proficiency and use blended learning strategies to intervene (System 44/Read 180).</p> <p>Funding will support software subscriptions and licenses.</p>	<p>At Risk Students</p>	<p><input type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups (specify): <u>At Risk</u></p>	<p>\$35,000  <i>General Fund</i></p>
<p>7</p>	<p>Use Aeries Analytics to identify At Risk students and monitor student progress. Use the Aeries Analytics Dashboard to look at school-wide results based on interventions.</p>	<p>At Risk Students</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups (specify): <u>At Risk</u></p>	<p>N/A</p>

<p><b>8</b></p>	<p>All math teachers will routinely include formative assessments to determine students' level of understanding. Teachers will use the results from formative assessments to inform necessary follow-up instructions.</p>	<p>Elementary and Secondary Math Teachers</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>N/A</p>
<p><b>9</b></p>	<p>All secondary teachers (middle and high school) will assign and score at least one "Common Core Across the Curriculum" activity, allowing students to formally practice literacy skills in these areas.</p>	<p>Secondary Teachers</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>N/A</p>
<p><b>10</b></p>	<p>All English Language Development (ELD) teachers will use the California ELD standards as the instructional base for ELD courses and interventions.</p> <p>General education teachers will have opportunities to learn about and apply supports for English Learners as integrated into their instruction.</p> <p>Funding will support professional learning and materials.</p>	<p>English Learners</p>	<p><input type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>\$10,000  <i>General Fund</i></p>
<p><b>11</b></p>	<p>All ELD teachers and program administrator will monitor redesignation rates to minimize the number of long term English Learners.</p>	<p>ELD Teachers</p>	<p><input type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>N/A</p>

GOAL1 :	All students engage in challenging, innovative and relevant curriculum that prepares them for college, career and global citizenship.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: District Goal #1		
Identified Need 1:	Support continuous improvement in the teaching and learning of state standards.			
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL		
<b>LCAP Year 2: 2017-18</b>				
Expected Annual Measurable Outcomes:	CUSD will increase the number of students performing at the “Met Standard” and “Exceeded Standard” on both the math and ELA portions of CAASPP at all grade levels tested. 80% for English Language Arts and 70% for Math.			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>1</b>	All students will use instructional materials aligned to State Standards.  Funding will support associated costs with recurring consumable materials adopted.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (specify): _____	\$50,000 <i>General Fund</i>
<b>2</b>	All teachers will use standards-aligned English Language Arts writing prompts with students.  Funding will be used for release time to develop new prompts as needed and for collaborative scoring.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (specify): _____	\$5,000 <i>General Fund</i>
<b>3</b>	All teachers will use standards-aligned instructional materials in English Language Arts.  Transitional Kindergarten through 5 <sup>th</sup> grade teachers will review state approved English Language Arts textbooks and supplemental materials for possible adoption in the 2017-18 school year.  Funding will allow for the adoption of new instructional materials.	TK-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (specify): _____	\$150,000 <i>General Fund</i>

<p><b>4</b></p>	<p>Elementary, middle and high school teachers will align science courses and instruction to Next Generation Science Standards. Curriculum development support will be provided through the allocation of funds for release time and substitute teachers.</p> <p>Funding will support release time, substitute teachers and instructional materials.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>\$10,500  <i>General Fund</i></p>
<p><b>5</b></p>	<p>All math teachers will use the 8 Mathematical Practices daily and include performance tasks for each topic, chapter or unit.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>N/A</p>
<p><b>6</b></p>	<p>Screen, identify and serve elementary school students for reading proficiency and use blended learning strategies to intervene (Imagine Learning).</p> <p>Screen, identify and serve middle and high school students for reading proficiency and use blended learning strategies to intervene (System 44/Read 180).</p> <p>Funding will support software subscriptions and licenses.</p>	<p>At Risk Students</p>	<p><input type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups (specify): <u>At Risk</u></p>	<p>\$35,000  <i>General Fund</i></p>
<p><b>7</b></p>	<p>Use Aeries Analytics to identify At Risk students and monitor student progress. Use the Aeries Analytics Dashboard to look at school-wide results based on interventions.</p>	<p>At Risk Students</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups (specify): <u>At Risk</u></p>	<p>N/A</p>

<p><b>8</b></p>	<p>All math teachers will routinely include formative assessments to determine students' level of understanding. Teachers will use the results from formative assessments to inform necessary follow-up instructions.</p>	<p>Elementary and Secondary Math Teachers</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>N/A</p>
<p><b>9</b></p>	<p>All secondary teachers (middle and high school) will assign and score at least one "Common Core Across the Curriculum" activity, allowing students to formally practice literacy skills in these areas.</p>	<p>Secondary Teachers</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>N/A</p>
<p><b>10</b></p>	<p>All English Language Development (ELD) teachers will use the California ELD standards as the instructional base for ELD courses and interventions.</p> <p>General education teachers will have opportunities to learn about and apply supports for English Learners as integrated into their instruction.</p> <p>Funding will support professional learning and materials.</p>	<p>English Learners</p>	<p><input type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>\$10,000  <i>General Fund</i></p>
<p><b>11</b></p>	<p>All ELD teachers and program administrator will monitor redesignation rates to minimize the number of long term English Learners.</p>	<p>ELD Teachers</p>	<p><input type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>N/A</p>

GOAL1 :	All students engage in challenging, innovative and relevant curriculum that prepares them for college, career and global citizenship.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: District Goal #1		
Identified Need 1:	Support continuous improvement in the teaching and learning of state standards.			
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL			
<b>LCAP Year 3: 2018-19</b>				
Expected Annual Measurable Outcomes:	CUSD will increase the number of students performing at the “Met Standard” and “Exceeded Standard” on both the math and ELA portions of CAASPP at all grade levels tested. 80% for English Language Arts and 70% for Math.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1	All students will use instructional materials aligned to State Standards.  Funding will support associated costs with recurring consumable materials adopted.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (specify): _____	\$50,000 <i>General Fund</i>
2	All teachers will use standards-aligned English Language Arts writing prompts with students.  Funding will be used for release time to develop new prompts as needed and for collaborative scoring.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (specify): _____	\$5,000 <i>General Fund</i>
3	All teachers will use standards-aligned instructional materials in English Language Arts.  Transitional Kindergarten through 5 <sup>th</sup> grade teachers will review state approved English Language Arts textbooks and supplemental materials for possible adoption in the 2017-18 school year.  Funding will allow for the adoption of new instructional materials.	TK-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (specify): _____	\$150,000 <i>General Fund</i>

<p><b>4</b></p>	<p>Elementary, middle and high school teachers will align science courses and instruction to Next Generation Science Standards. Curriculum development support will be provided through the allocation of funds for release time and substitute teachers.</p> <p>Funding will support release time, substitute teachers and instructional materials.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>\$10,500  <i>General Fund</i></p>
<p><b>5</b></p>	<p>All math teachers will use the 8 Mathematical Practices daily and include performance tasks for each topic, chapter or unit.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>N/A</p>
<p><b>6</b></p>	<p>Screen, identify and serve elementary school students for reading proficiency and use blended learning strategies to intervene (Imagine Learning).</p> <p>Screen, identify and serve middle and high school students for reading proficiency and use blended learning strategies to intervene (System 44/Read 180).</p> <p>Funding will support software subscriptions and licenses.</p>	<p>At Risk Students</p>	<p><input type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups (specify): <u>At Risk</u></p>	<p>\$35,000  <i>General Fund</i></p>
<p><b>7</b></p>	<p>Use Aeries Analytics to identify At Risk students and monitor student progress. Use the Aeries Analytics Dashboard to look at school-wide results based on interventions.</p>	<p>At Risk Students</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups (specify): <u>At Risk</u></p>	<p>N/A</p>

<p><b>8</b></p>	<p>All math teachers will routinely include formative assessments to determine students' level of understanding. Teachers will use the results from formative assessments to inform necessary follow-up instructions.</p>	<p>Elementary and Secondary Math Teachers</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>N/A</p>
<p><b>9</b></p>	<p>All secondary teachers (middle and high school) will assign and score at least one "Common Core Across the Curriculum" activity, allowing students to formally practice literacy skills in these areas.</p>	<p>Secondary Teachers</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>N/A</p>
<p><b>10</b></p>	<p>All English Language Development (ELD) teachers will use the current ELD standards as the instructional base for ELD courses and interventions.</p> <p>General education teachers will have opportunities to learn about and apply supports for English Learners as integrated into their instruction.</p> <p>Funding will support professional learning and materials.</p>	<p>English Learners</p>	<p><input type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>\$10,000  <i>General Fund</i></p>
<p><b>11</b></p>	<p>All ELD teachers and program administrator will monitor redesignation rates to minimize the number of long term English Learners.</p>	<p>ELD Teachers</p>	<p><input type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>N/A</p>

GOAL 2 :	All students achieve personal wellness through district, school and classroom environments that foster health and happiness.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: District Goal #1		
Identified Need 2:	Improve school connectedness and pro-social and emotional behaviors as indicated on the California Healthy Kids Survey.			
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	We will increase the percentage of students reporting greater school connectedness and resilience modules on the California Healthy Kids Survey. We will see a decrease in the percentage of students reporting use of tobacco, alcohol, and drugs on the California Healthy Kids Survey			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>1</b>	All sites will ensure students receiving academic interventions through Response to Intervention (Rtl) make progress toward grade-level and/or content proficiency.  Funding will support Rtl staff salaries: 3.5 classified FTE 2.5 certificated FTE 1,000 hours after school intervention	At Risk Students	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups (specify): <u>At Risk</u>	\$811,211 <i>LCFF/ Supplemental</i>  \$56,306 <i>General Fund</i>  <b>Total:</b> <b>\$867,517</b> <i>Includes salary adjustments</i>
<b>2</b>	Counselors at all sites provide both academic and social-emotional support to students. At CHS, a counselor will be designated to work with our At Risk students in the Student Assistance Program (SAP).	At Risk Students	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups (specify): <u>At Risk</u>	\$60,000 <i>General Fund</i>
<b>3</b>	Increase college and career counseling services at CHS.  Funding will support the addition of one certificated counselor.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups (specify): <u>At Risk</u>	\$150,000 <i>General Fund</i>

GOAL 2 :	All students achieve personal wellness through district, school and classroom environments that foster health and happiness.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: District Goal #1		
Identified Need 2:	Improve school connectedness and pro-social emotional behaviors as indicated on the California Healthy Kids Survey.			
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL		
<b>LCAP Year 2: 2017-18</b>				
Expected Annual Measurable Outcomes:	We will increase the percentage of students reporting greater school connectedness and resilience modules on the California Healthy Kids Survey. We will see a decrease in the percentage of students reporting use of tobacco, alcohol, and drugs on the California Healthy Kids Survey			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>1</b>	All sites will ensure students receiving academic interventions through Response to Intervention (Rtl) make progress toward grade-level and/or content proficiency.  Funding will support Rtl staff salaries: 3.5 classified FTE 2.5 certificated FTE 1,000 hours after school intervention	At Risk Students	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups (specify): <u>At Risk</u>	\$835,547 <i>LCFF/ Supplemental</i>  \$57,995 <i>General Fund</i>  Total: \$893,542 <i>Includes salary adjustments</i>
<b>2</b>	Counselors at all sites provide both academic and social-emotional support to students. At CHS, a counselor will be designated to work with our At Risk students in the Student Assistance Program (SAP).	At Risk Students	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups (specify): <u>At Risk</u>	\$60,000 <i>General Fund</i>
<b>3</b>	Increase college and career counseling services at CHS.  Funding will support the addition of one certificated counselor.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups (specify): <u>At Risk</u>	\$154,500 <i>General Fund</i>

GOAL 2 :	All students achieve personal wellness through district, school and classroom environments that foster health and happiness.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: District Goal #1		
Identified Need 2:	Improve school connectedness and pro-social and emotional behaviors as indicated on the California Healthy Kids Survey.			
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL		
<b>LCAP Year 3: 2018-19</b>				
Expected Annual Measurable Outcomes:	We will increase the percentage of students reporting greater school connectedness and resilience modules on the California Healthy Kids Survey. We will see a decrease in the percentage of students reporting use of tobacco, alcohol, and drugs on the California Healthy Kids Survey			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1</b>	All sites will ensure students receiving academic interventions through Response to Intervention (Rtl) make progress toward grade-level and/or content proficiency.  Funding will support Rtl staff salaries: 3.5 classified FTE 2.5 certificated FTE 1,000 hours after school intervention	At Risk Students	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups (specify): <u>At Risk</u>	\$860,613 <i>LCFF/ Supplemental</i>  \$59,734 <i>General Fund</i>  Total: \$920,347 <i>Includes salary adjustments</i>
<b>2</b>	Counselors at all sites provide both academic and social-emotional support to students. At CHS, a counselor will be designated to work with our At Risk students in the Student Assistance Program (SAP).	At Risk Students	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups (specify): <u>At Risk</u>	\$60,000 <i>General Fund</i>
<b>3</b>	Increase college and career counseling services at CHS.  Funding will support the addition of one certificated counselor.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups (specify): <u>At Risk</u>	\$159,135 <i>General Fund</i>

GOAL 3:	All staff engage in continued professional learning to meet the district and site academic and social-emotional goals.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: District Goal #1		
Identified Need 2:	Ensure every teacher has access to and the opportunity for continuous, targeted professional learning.			
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	All teachers will participate in professional learning that is aligned to the district Professional Learning Plan and goals.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1</b>	All science teachers will be offered professional learning that supports the transition to Next Generation Science Standards (NGSS) through coaches, workshops, and release time.  Funding will support workshops, substitutes and release time.	Science Teachers	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (specify): _____	\$10,000 <i>General Fund</i>
<b>2</b>	NGSS curriculum coaches will research, share and model emerging curricular resources and materials. Coaches will observe and provide feedback to department members at the middle and high schools.  Funding will support NGSS coach salaries.	Science Teachers	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (specify): _____	\$90,000 <i>General Fund</i>
<b>3</b>	Elementary and secondary math teachers will receive professional learning on the use of the 8 Mathematical Practices as needed.  Funding will support Silicon Valley Math Initiative (SVMI) participation.	Math Teachers	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (specify): _____	\$10,000 <i>General Fund</i>

<p>4</p>	<p>All ELD teachers will continue to provide ELD professional learning to teachers through activities and resources such as ELD talks at staff meetings and the CUSD English Language Learner Resource Binder. ELD teachers will continue to seek professional learning opportunities to strengthen their expertise.</p> <p>Funding will support conference and workshop attendance.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>\$5,000  <i>General Fund</i></p>
----------	--	------------	---	---

GOAL 3:	All staff engage in continued professional learning to meet the district and site academic and social-emotional goals.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: District Goal #1		
Identified Need 2:	Ensure every teacher has access to and the opportunity for continuous, targeted professional learning.			
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL		
<b>LCAP Year 2: 2017-18</b>				
Expected Annual Measurable Outcomes:	All teachers will participate in professional learning that is aligned to the district Professional Learning Plan and goals.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1</b>	All science teachers will be offered professional learning that supports the transition to Next Generation Science Standards (NGSS) through coaches, workshops, and release time.  Funding will support workshops, substitutes and release time.	Science Teachers	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (specify): _____	\$10,000 <i>General Fund</i>
<b>2</b>	NGSS curriculum coaches will research, share and model emerging curricular resources and materials. Coaches will observe and provide feedback to department members at the middle and high schools.  Funding will support NGSS coach salaries.	Science Teachers	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (specify): _____	\$92,700 <i>General Fund</i>
<b>3</b>	Elementary and secondary math teachers will receive professional learning on the use of the 8 Mathematical Practices as needed.  Funding will support Silicon Valley Math Initiative (SVMI) participation.	Math Teachers	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (specify): _____	\$10,000 <i>General Fund</i>

<p>4</p>	<p>All ELD teachers will continue to provide ELD professional learning to teachers through activities and resources such as ELD talks at staff meetings and the CUSD English Language Learner Resource Binder. ELD teachers will continue to seek professional learning opportunities to strengthen their expertise.</p> <p>Funding will support conference and workshop attendance.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>\$5,000  <i>General Fund</i></p>
----------	--	------------	---	---

GOAL 3:	All staff engage in continued professional learning to meet the district and site academic and social-emotional goals.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: District Goal #1		
Identified Need 2:	Ensure every teacher has access to and the opportunity for continuous, targeted professional learning.			
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL		
<b>LCAP Year 2: 2017-18</b>				
Expected Annual Measurable Outcomes:	All teachers will participate in professional learning that is aligned to the district Professional Learning Plan and goals.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1	All science teachers will be offered professional learning that supports the transition to Next Generation Science Standards (NGSS) through coaches, workshops, and release time.  Funding will support workshops, substitutes and release time.	Science Teachers	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (specify): _____	\$10,000 <i>General Fund</i>
2	NGSS curriculum coaches will research, share and model emerging curricular resources and materials. Coaches will observe and provide feedback to department members at the middle and high schools.  Funding will support NGSS coach salaries.	Science Teachers	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (specify): _____	\$95,481 <i>General Fund</i>
3	Elementary and secondary math teachers will receive professional learning on the use of the 8 Mathematical Practices as needed.  Funding will support Silicon Valley Math Initiative (SVMI) participation.	Math Teachers	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (specify): _____	\$10,000 <i>General Fund</i>

<p>4</p>	<p>All ELD teachers will continue to provide ELD professional learning to teachers through activities and resources such as ELD talks at staff meetings and the CUSD English Language Learner Resource Binder. ELD teachers will continue to seek professional learning opportunities to strengthen their expertise.</p> <p>Funding will support conference and workshop attendance.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups (specify): _____</p>	<p>\$5,000  <i>General Fund</i></p>
----------	--	------------	---	---

## 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 State Standards and are college and career ready. Identified Need: <ul style="list-style-type: none"> <li>Improve teaching and learning of State Standards - Mathematics</li> </ul>	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: District Goal Objective 1.1
-------------------------------------	---	--

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

Expected Annual Measurable Outcomes:	<p>1. CUSD will get results from Smarter Balanced (SBAC) math assessments in June, 2015. These will establish our baseline. We will set appropriately rigorous goals for 15-16, as indicated by our baseline SBAC and local benchmark results.</p>	Actual Annual Measurable Outcomes:	<p>1. The CUSD community felt proud of the baseline results. In math, 68% of our students met or exceeded the standard compared to 33% statewide, a difference of 106%.</p> <p>Consequently, we set a target of 70% meeting or exceeding the standard in math for subsequent years.</p> <p>2015-16 enVision Topic Test Results:</p> <table border="1" data-bbox="1396 828 1879 1039"> <thead> <tr> <th>Grade</th> <th>% Thorough/Proficient</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>87%</td> </tr> <tr> <td>2</td> <td>86%</td> </tr> <tr> <td>3</td> <td>81%</td> </tr> <tr> <td>4</td> <td>84%</td> </tr> <tr> <td>5</td> <td>83%</td> </tr> </tbody> </table> <p>We trace K-5 benchmarks through enVision Math Topic Tests. At the middle and high schools, this data has not been systematically captured for reporting.</p>	Grade	% Thorough/Proficient	1	87%	2	86%	3	81%	4	84%	5	83%
Grade	% Thorough/Proficient														
1	87%														
2	86%														
3	81%														
4	84%														
5	83%														

LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		Estimated Actual Annual Expenditures
1. All students will use State Standards-aligned materials in mathematics. The costs are required due to recurring consumable materials.		\$57,551	1. Purchased and implemented new CHS materials: Carnegie Learning. CMS also adopted and purchased Carnegie Learning at the end of the 14-15 school year for 15-16.	\$35,000
2. Elementary teachers and secondary math teachers will receive professional development for mathematics adoptions and follow up training as necessary.		\$10,000	2. Professional development for Carnegie Learning and curriculum development.	\$18,600
3. All teachers will use the 8 Mathematical Practices daily and include performance tasks for each topic, chapter, or unit.		N/A	3. 8 Mathematical Practices are implemented on a daily basis and performance-based tasks are included for each topic or chapter. Academic coaches provide resources and leadership for teachers.	N/A
4. All math teachers will routinely include formative assessment strategies to determine the level of understanding, and then let this feedback inform necessary instruction. Parents will be kept informed of this process.		N/A	4. Math teachers incorporated common formative assessments this year.	N/A
Scope of service:	All students		Scope of service:	All students
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

After receiving results from the 2015 Smarter Balanced Assessment, math teachers worked with department coaches and administration to set goals as indicated by the results. More work has been done to routinely include formative assessment strategies to determine the level of student understanding as a means to adjust instruction to increase student success. While we budgeted more for purchasing materials and less for professional learning, we learned that the materials were less costly than anticipated. Since this is a new adoption, we found the need for a greater investment in professional learning to support implementation.

Original GOAL from prior year LCAP:	All students demonstrate achievement of the State Standards and are college and career ready. Identified Need: <ul style="list-style-type: none"> <li>Improve teaching and learning of State Standards – English Language Arts</li> </ul>	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: District Goal Objective 1.1
-------------------------------------	---	--

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

Expected Annual Measurable Outcomes:	1. CUSD will get results from Smarter Balanced (SBAC) ELA 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.	Actual Annual Measurable Outcomes:	1. 80% of CUSD students met or exceeded standards on the ELA portion of the test compared to 44% statewide, an 80% difference.  We set a target for students to continue meeting or exceeding the standards at 80%.  2015-16 Local Writing Performance Results: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Grade</th> <th colspan="2">% Thorough/Proficient</th> </tr> <tr> <th>Strategies</th> <th>Conventions</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>79%</td> <td>52%</td> </tr> <tr> <td>1</td> <td>63%</td> <td>62%</td> </tr> <tr> <td>2</td> <td>80%</td> <td>70%</td> </tr> <tr> <td>3</td> <td>64%</td> <td>72%</td> </tr> <tr> <td>4</td> <td>83%</td> <td>73%</td> </tr> <tr> <td>5</td> <td>68%</td> <td>76%</td> </tr> </tbody> </table>	Grade	% Thorough/Proficient		Strategies	Conventions	K	79%	52%	1	63%	62%	2	80%	70%	3	64%	72%	4	83%	73%	5	68%	76%
Grade	% Thorough/Proficient																									
	Strategies	Conventions																								
K	79%	52%																								
1	63%	62%																								
2	80%	70%																								
3	64%	72%																								
4	83%	73%																								
5	68%	76%																								

LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
1. All students will use State Standards-aligned instructional materials in ELA. These may be new materials or repurposed materials until the new ELA adoption in 2016-17. 2. All teachers will use State Standards-aligned ELA writing prompts. 3. All secondary teachers will assign and score at least one "Common Core Across the Curriculum" activity for students. This will allow students to practice literacy skills formally in every area.		\$10,000  \$5,000  \$2,000	1. Standards-aligned instructional materials were purchased as needed. Numerous elementary and high school supplementary and reading materials were purchased to increase rigor and improve access to informational texts. 2. Teachers used locally produced writing prompts and prompts and prompts from the adopted writing program. 3. Carmel High School teachers assigned and scored at least one "Common Core Across the Curriculum" activity.	
Scope of service:	All students		Scope of service: All students	
<input checked="" type="checkbox"/> <b>ALL</b>			<input checked="" type="checkbox"/> <b>ALL</b>	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

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 Lucy Calkins 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 2017-18 school year. We will continue to identify areas of focus as we review results from the 2015 Smarter Balanced Assessment.

<p>Original GOAL from prior year LCAP:</p>	<p>All students demonstrate achievement of the State Standards and are college and career ready.                  Identified Need:  <ul style="list-style-type: none"> <li>Improve level of English language development/English proficiency among English Learners.</li> </ul> </p>	<p>1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>                  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>                  Local: District Goal Objective 1.1</p>																													
<p>Goal Applies to: Schools: ALL                  Applicable Pupil Subgroups: English Learners</p>																															
<p>Expected Annual Measurable Outcomes:</p>	<p>1. 85% of English Learners will advance one CELDT level or score at Early Advanced or higher.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>1. CELDT results:</p> <table border="1" data-bbox="1339 548 1940 792"> <thead> <tr> <th>School</th> <th>13-14</th> <th>14-15</th> <th>15-16</th> </tr> </thead> <tbody> <tr> <td>Captain Cooper</td> <td>77%</td> <td>75%</td> <td>71%</td> </tr> <tr> <td>Tularcitos</td> <td>70%</td> <td>79%</td> <td>64%</td> </tr> <tr> <td>River School</td> <td>86%</td> <td>91%</td> <td>89%</td> </tr> <tr> <td>CMS</td> <td>78%</td> <td>89%</td> <td>91%</td> </tr> <tr> <td>CHS</td> <td>100%</td> <td>92%</td> <td>100%</td> </tr> <tr> <td>CUSD Overall</td> <td>78%</td> <td>83%</td> <td>74%</td> </tr> </tbody> </table> <p>Due to the limited number of English Learners and redesignated students, the redesignation rate is subject to high levels of variance. However, our team of ELD teachers met to discuss the dip in scores to identify approaches to support English Learner success on multiple measures toward redesignation.</p>	School	13-14	14-15	15-16	Captain Cooper	77%	75%	71%	Tularcitos	70%	79%	64%	River School	86%	91%	89%	CMS	78%	89%	91%	CHS	100%	92%	100%	CUSD Overall	78%	83%	74%
School	13-14	14-15	15-16																												
Captain Cooper	77%	75%	71%																												
Tularcitos	70%	79%	64%																												
River School	86%	91%	89%																												
CMS	78%	89%	91%																												
CHS	100%	92%	100%																												
CUSD Overall	78%	83%	74%																												

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1. All English Language Development (ELD) teachers will use Next Generation ELD Standards as the instructional base for the ELD courses.</p> <p>2. All ELD teachers will continue to provide ELD professional development through activities and resources such as the “ELD Minute” and CUSD English Language Learner Resources binder.</p> <p>3. ELD teachers and program administrator will monitor redesignation rates to minimize the development of long term English Learners and share information with their parents.</p>	<p>\$10,000</p> <p>\$5,000</p> <p>N/A</p>	<p>1. Curriculum was repurposed to meet the California ELD Standards.</p> <p>2. The English Language Learner Handbook was revised to reflect new standards and redesignation requirements. ELD teachers provided site-based training, such as the “ELD Minute” at faculty meetings.</p> <p>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:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>While not planned, to better meet the needs of English Learners, we added one section of ELD at CMS after the school year began.</p>	<p>\$8,854</p> <p>\$6,339</p> <p>N/A</p>
<p>Scope of service: English Learners</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: English Learners</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Next year, we are changing our use of Title I funds to fully support the students and staff at Captain Cooper school. We are increasing the use of certificated interventions to include a coach and certificated intervention teachers; in the past, intervention relied heavily upon classified staff, and classroom teachers had infrequent access to a district-wide coach. At Tularcitos, significant effort went into redesigning the Rtl program to ensure rigorous supports for our ELs and all intervention students. At both Tularcitos and CMS, we are upgrading Read 180/System 44 at a significant cost to support more students in their language development.

<p>Original GOAL from prior year LCAP:</p>	<p>All students demonstrate achievement of the State Standards and are college and career ready.          Identified Need:  <ul style="list-style-type: none"> <li>Ensure At-Risk students are provided with adequate intervention to move toward grade level proficiency.</li> </ul> </p>	<p>Related State and/or Local Priorities:          1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>          COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>          Local: District Goal Objective 1.1</p>	
<p>Goal Applies to:</p>	<p>Schools: ALL          Applicable Pupil Subgroups: At Risk Students, including Special Ed. students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>80% of elementary students who have participated in a reading intervention will read at grade level (Core in DIBELS) by the close of the 5<sup>th</sup> grade year.</li> <li>75% of 5<sup>th</sup> grade students who have ever participated in math interventions will earn an average score of 70% or higher on the enVision Topic Tests.</li> <li>80% of 8<sup>th</sup> grade students who have ever been in reading interventions (Read180/System 44) have met program thresholds to exit the program.</li> <li>Each Strategies student will achieve at least two of the goals described in their Individualized Learning Plan.</li> </ol>	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>We have decided that our present measures have not impacted decisions as hoped. Consequently, we decided that moving forward we will identify more meaningful measures that will support program decisions.</li> <li>68% of elementary students in math interventions improved their grade.</li> <li>92% of students have exited reading interventions in 8<sup>th</sup> grade.</li> <li>Students in Strategies courses indicated goals on their Individual Learning Plans and met at least two of them.</li> </ol>

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> <li>Sites ensure Rtl students are getting the level of support necessary to make progress toward grade level or content proficiency, through staff and program</li> <li>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 Read 180 as intervention.</li> <li>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.</li> <li>Counselors at all sites provide both academic and social/emotional counseling to At-Risk students in the Student Assistance Program. CUSD is also contracting with Monterey County Health Department for specialized therapeutic services.</li> </ol>	<p>\$685,965</p> <p>N/A</p> <p>N/A</p> <p>\$120,000</p>	<ol style="list-style-type: none"> <li>Site teams met to ensure students were making progress and made program adjustments accordingly.</li> <li>All students were screened for reading proficiency. As necessary, identified students received interventions with Imagine Learning (elementary) or System 44 and Read 180 (secondary).</li> <li>Rtl teams use Aeries Analytics to monitor student progress and look at school-wide results.</li> <li>Counselors provided academic and social-emotional services to At-Risk students.</li> </ol>	<p>\$696,580</p> <p>N/A</p> <p>N/A</p> <p>\$120,000</p>
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>At Risk</u>		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	CUSD will ensure there is a consistent level of support for each school's Rtl program. Over the course of the year, we learned that with staffing shifts, some schools did not have equal resources to meet student demands. We have also created a goal, district-wide, highlighting the importance of student wellness. Our estimated actual annual expenditures for item 1 above reflect an increase in staffing costs.		

**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:	\$568,435
<p>We receive \$568,435 of supplementary grant funding. For the 2016-17 school year, the estimated allocation for intervention services will be \$811,211. Our three Identified Need areas provide significant detail of how our programs and services meet the needs of our LCAP-identified student groups. These needs include: supporting continuous improvement in the teaching and learning of state standards, improving school connectedness and pro-social and emotional behaviors as indicated on the California Healthy Kids Survey, and ensuring every teacher has access to and the opportunity for continuous, targeted professional learning.</p> <p>Efforts for At-Risk students are described in Identified Needs 1 and 2. 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 an emphasis on writing. A specific counselor is available for At-Risk students at CHS to provide social and 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.</p>	

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.

3.07	%
------	---

The Minimum Proportionality Percentage for CUSD for 2016-17 is 3.07%. We anticipate spending \$867,211 for our intervention services for 2016-17, which is in excess of the MPP requirement.

Standards-aligned instructional materials is a must. CUSD completed this mandate in 2015-16. All schools now have Common Core math materials and repurposed English language arts materials. TK-5 teachers are presently reviewing state-approved ELA/ELD programs for piloting in 2016-17 and adopting in 2017-18. In an effort to provide more seamless supports, the Adoption Committee is only considering Program 2: Integrated ELA/ELD for adoption. 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 1 and 2. These interventions continue to be 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. Since our students at Captain Cooper School represent the district's largest population of both Title I and English Learner students, we have restructured the Principal-Teacher role for next year to a Principal-Coach role to allow for more strategic and directed supports. 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.

## ATTACHMENT 1

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

- This outline follows the 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 CA 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 continue to implement new CCSS aligned Math Adoptions
      - Professional Development will be provided for these adoptions
    - All English Learners will receive English Language Development instruction and support based on CELDT performance level
      - CA 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

- Reading intervention will be provided in grades 1-12

- Classroom level differentiation
- Additional Interventions:

ELEMENTARY:

- Reading support pull-out
- Title I Literacy
- Read Live
- Imagine Learning

SECONDARY:

- ELA support classes (CMS, CHS)
- System 44 (CMS)
- Read 180 (CMS, CHS)

ALL:

- Co-teaching (all sites)

- Math interventions will be provided in grades 1-12

- Classroom level differentiation
- Additional Interventions:

ELEMENTARY:

- iLearn
- FASST Math
- iPass Math

SECONDARY:

- Math 180 (CMS/CHS)
- Math support class (CMS, CHS)
- Office hours (CHS)

ALL:

- Co-teaching -iPass Math (Elementary)
- After school tutoring or HW support

- CUSD will use the Professional Learning Community model as our routine approach for continuous improvement

**3. Parental Involvement**

- Parents are annually informed of district, school, and classroom policies, procedures and expectations
- Every two years a survey of parent satisfaction is distributed to all parents. Input is used to assist our continuous improvement efforts
- CUSD will use representative parent committees to involve parents in decisions at schools and district to include:
  - School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Association/Organization (PTA/PTO), LCAP Parent Advisory Committee
- Each site will develop a parent support plan as needed to address topics such as:
 

<ul style="list-style-type: none"> <li>○ Parenting</li> <li>○ Computer/Communication Skills</li> <li>○ Life Skills Training (Cachagua, CCS, CMS)</li> <li>○ Elective Opportunities for Advanced Learners</li> <li>○ Drug/Alcohol Awareness</li> <li>○ College Information</li> </ul>	<ul style="list-style-type: none"> <li>○ Digital Citizenship</li> <li>○ Puberty Ed Info. for Parents</li> <li>○ Internet Safety</li> <li>○ Positive Solutions for Families</li> <li>○ Writing Program Support</li> <li>○ EL Parent Support at CCS and Tular</li> </ul>
--	--

#### 4. Student Achievement

- Core program assessments
- District writing benchmarks
- Interim SBAC math benchmarks
- DIBELS, SRA (reading), SMA (math)
- Class grades
- State Assessments
  - CAASPP
  - High School Exit Exam
  - CELDT
  - Physical Fitness Testing
- Dropout rate
- Graduation rate
- Percent of EL students redesignated
- Percent of Special Education students meeting IEP Goals
- Percent of AP students passing AP tests
- SAT/ACT performance goals
- Academic Performance Index

#### 5. Pupil Engagement

- Create a wrap-around student support approach to address the needs of the “whole child”
  - Provide academic, social-emotional, and crisis counseling at all levels
  - Provide adequate site staffing: teachers, instructional aides, counselors, community liaisons, administrators
  - Explore and pilot student support models to improve students’ academic achievement and also address needs beyond academics that impact learning
- Develop expanded opportunities for students at/above grade level to encourage continued growth.
  - Differentiated Instruction
  - Elective Opportunities for Advanced Learners (elementary)
  - Cluster grouping at CMS
  - Honors classes at CHS
  - Advanced Placement at CHS
  - CTE Options

- CJSF
- 1:1 Middle School World Language
- Leadership Programs
- Provide options for middle school and high school students who do not succeed in the regular program
  - Independent Study
  - Opportunity classes at CMS
  - Strategies classes at CHS
  - Carmel Valley High School

## 6. School Climate

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

- Social Norms Campaign
- AlcoholEDU
- Sober Grad Night
- Voluntary Random Drug Testing Program
- Random K9 Contraband Sweeps
- 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 2<sup>nd</sup> and 3<sup>rd</sup> grade
- Percent of students reading at grade level who have ever participated in reading intervention as they exit 5<sup>th</sup> grade
- Percent of students meeting 70% average score on math benchmarks who have ever participated in math interventions as they exit 5<sup>th</sup> 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