Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.
Appendix A: Priorities 5 and 6 Rate Calculations
Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]
Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name
Carmel Unified School District

Contact Name and Title
Dr. Suzie DePrez
Chief Academic Officer

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2017-20 Plan Summary
THE STORY Briefly describe the students and community and how the LEA serves them.

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 in Attachments 1 & 2. The eight priorities are further organized into three categories: conditions for learning, pupil (student) outcomes, and engagement. Information in this attachment reflects CUSD’s current status related to this goal.

Our goals outlined in this LCAP match both the state’s intent and our stakeholders’ priorities. Our LCAP, district goals (Attachment 3), 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 English Language Development Standards), and support for our at-risk students.

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 allotted money. Since Carmel Unified School District (CUSD) is a Basic Aid District, the largest portion of our revenue is generated through local property taxes. Consequently, the Minimum Proportionality Percentage, which identifies LCFF for our identified groups – English Learners, students from low income families and Foster Youth – is 3.65%. The percentage of our district population of these identified groups is:

English Learners: 5.8%
Students from low income families: 16%
Foster Youth: .1%

CUSD’s LCAP articulates services for all students, with attention to the specific populations above as well as our students with disabilities.

Carmel Unified School District includes the following schools:

- Carmel High School (grades 9-12)
- Carmel Valley High School (Continuation HS)
- Carmel Middle School (grades 6-8)
- Tularcitos Elementary School (grades K-5)
- River Elementary School (grades K-5)
- Captain Cooper Elementary School (grades TK-5)
- Carmelo Child Development Center (preschool – TK)

The Mission Statement for Carmel Unified

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.
LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year’s LCAP.

This year, CUSD worked to increase stakeholders’ understanding of the new California Dashboard and to promote and encourage parents and CUSD staff to provide input through our bi-annual surveys directed specifically to these two stakeholder groups.

CUSD continues to focus on the following three major goal areas:
1. Instructional Excellence and Innovation
2. Student Support and Engagement
3. Continuous Professional Learning

The ensuing Local Control Accountability Plan provides the Carmel Unified School District community with the goals, measurable outcomes, and actions/services to support all of our students, while closing the achievement gap experienced by specific populations of our students through efficient and effective support systems.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA proudest of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

CUSD’s students continue to perform well on the state’s annual standardized tests. Test results from 2016-17 demonstrate performance in the “Very High” category in both English Language Arts and Mathematics. While we do not focus our teaching and learning efforts on the California Assessment of Student Performance and Progress (CAASPP), our efforts to provide a standards-based education for our students is reflected in the test results.

CUSD teachers and leaders have made additional progress toward implementing the Next Generation Science Standards (NGSS). Middle school courses are aligned and our high school will implement the third NGSS aligned course (physics) in the 2018-19 school year.

Parent reports through the bi-annual Parent Satisfaction Survey conducted in February 2018 demonstrate a high level of satisfaction in all survey categories. An example of that is 98% of parents responding to the survey said they were “Satisfied” or “Very Satisfied” with the overall curriculum. Additionally, there was an increase in “satisfaction” in 81% of the questions with comparative data from the previous administration of the survey.

California’s 2016-17 graduation rate information is embargoed until the public release in summer of 2018. The state has adjusted how the calculation for graduation rate is being done and has communicated to districts that this may lead to a decrease across the state in this percentage. We have reviewed our data internally and can state that CUSD continues to demonstrate a very high graduation rate at ~97%.

CUSD staff will continue to build upon these successes by maintaining a focus on the CUSD goals outlined in the LCAP. As a community, we will prioritize efforts that directly align to and support the measurable outcomes.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?
GREATEST NEEDS

The CUSD community places great value in the achievement of all students. There are no “overall” areas identified in the “orange”, “red” or “not met” category. Through analysis of both local and state measures, we recognize that our socioeconomically disadvantaged students, English Learners, students with disabilities, and Hispanic students are not experiencing the same level of success as the rest of our student population. While the numbers of students in some of these populations may be few, our commitment to close the gap remains a priority.

CUSD will be focusing efforts to support the continued advancement of our English Learners on the new English Language Proficiency Assessments for California (ELPAC). We will continue to focus attention in support of our students identified for targeted supports through our intervention programs including targeted classroom instruction, effective case management systems, and behavioral/social-emotional supports.

Although we have identified and recently purchased an assessment and data system, we have significant work ahead to train and implement the system. We believe that this will positively impact our systems of support and enable us to more efficiently identify specific skill gaps and determine appropriate intervention strategies.

We have also assembled a MTSS (Multi-Tiered Systems of Support) leadership team, applied and have been awarded a Scale-Up MTSS Statewide (SUMS) grant to support training and the completion of a district self-study and implementation of MTSS. The work begins in fall of 2018 and will take a priority in 2018-19 and in 2019-20.

PERFORMANCE GAPS

We identified, through our program review and Dashboard analysis, the following performance gaps:

- Suspension Indicator: Two or More Races (Dashboard=red);
- Math (3rd-8th Grade) Indicator: Students with Disabilities (Dashboard=orange)

CUSD teachers, leaders and support staff are working together to address the needs of student groups listed above. Specific to mathematics achievement for our students with disabilities, staff is considering viable options for curriculum designed specifically to address foundational conceptual gaps based on spatial-temporal research in mathematics.

Efforts will focus on providing the supports articulated in this plan for academic, behavioral, and social-emotional success. Again, there is a need to define specific diagnostic data beyond Math Topic Performance Tasks that will enable teachers, instructional coaches and leaders to quickly identify gaps early on and prescribe appropriate intervention strategies. In 2018-19, emphasis will be placed on implementing our new data & assessment system as well as leadership, instructional coach and intervention teacher training on this new system.

An MTSS leadership team will also be involved in a self-study of intervention supports and services through the lens of the CA MTSS model.

Teacher professional learning, counseling supports and instructional coaching experiences will include specific focus on the above identified performance gaps.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.
As noted previously in this plan, a priority for our district over the next two years is to transition from RtI to MTSS. We are dedicating significant time and funds (SUMS grant) in the 2018-19 year to complete a study of our current services leading to the planning an implementation of MTSS in subsequent years.

We will continue to support our English learners (ELs), and ensure that teachers and leaders access professional learning related to analysis of the new ELPAC assessment and instructional strategies that promote increased English language acquisition.

Our students with disabilities will continue to be supported by a focus on ensuring intervention supports target their specific needs, and we will dedicate additional instructional coaching resources and math consultant services to supporting teachers as well as differentiated curriculum focused on spatial-temporal research in the area of mathematics.

CUSD’s socioeconomically disadvantaged students group will be supported through efforts with our counseling & behavioral supports.

ELs, socioeconomically disadvantaged students, and students with disabilities will benefit from our standards-aligned instruction and materials.

Staff will be supported to meet the needs of each of these subgroups through targeted professional learning.

### BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total General Fund Budget Expenditures for LCAP Year</td>
<td>$59,391,762</td>
</tr>
<tr>
<td>Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year</td>
<td>$1,149,402</td>
</tr>
</tbody>
</table>

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Carmel Unified School District is a basic aid school district. Consequently, the district’s general fund is leveraged to support the expenditures articulated in this plan.

The funds allocated in our plan reflect efforts to specifically close the achievement gap for our populations not yet meeting grade level expectations.

| $53,615,600 | Total Projected LCFF Revenues for LCAP Year |

5
**Goal 1**  
All students will engage in challenging, innovative and relevant curriculum that prepares them for college, career and global citizenship.

<table>
<thead>
<tr>
<th>State and/or Local Priorities Addressed by this goal:</th>
<th>STATE 12468</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>LOCAL</td>
</tr>
<tr>
<td></td>
<td><strong>District Goal 1</strong></td>
</tr>
</tbody>
</table>

### ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th><strong>EXPECTED</strong></th>
<th><strong>ACTUAL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CUSD will increase the number of students performing at the “Met Standard”</strong></td>
<td><strong>2016-17 CAASPP English Language Arts Results:</strong></td>
</tr>
<tr>
<td>and “Exceeded Standard” levels on both the math and English language arts (ELA) portions of the California Assessment of Student Performance and Progress (CAASPP) at all grade levels tested: 80% for ELA and 75% for math.</td>
<td>Overall: 81%</td>
</tr>
<tr>
<td></td>
<td>Socioeconomically Disadvantaged: 52%</td>
</tr>
<tr>
<td></td>
<td>English Language Learners: 23%</td>
</tr>
<tr>
<td></td>
<td>While measures of growth on targeted interventions for individual students demonstrate good progress, overall large scale assessment results for all subgroups shows we need to refine our efforts.</td>
</tr>
<tr>
<td></td>
<td><strong>2016-17 CAASPP Math Results:</strong></td>
</tr>
<tr>
<td></td>
<td>Overall: 69%</td>
</tr>
<tr>
<td></td>
<td>Socioeconomically Disadvantaged: 42%</td>
</tr>
<tr>
<td></td>
<td>English Language Learners: 18%</td>
</tr>
<tr>
<td></td>
<td>Captain Cooper Elementary School: 2% (43 students tested)</td>
</tr>
<tr>
<td></td>
<td>Tularcitos Elementary School: 8% (52 students tested)</td>
</tr>
<tr>
<td><strong>CUSD will increase the percentage of students Reclassified English Proficient (RFEP) by 1% to 7%; 80% of students will demonstrate progress towards English proficiency.</strong></td>
<td>2017 CELDT Reclassified Fluent English Proficient (RFEP) Rates:</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>School</th>
<th>EL Students Made Progress as Measured by CELDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carmel River Elementary School</td>
<td>0% (18 students tested)</td>
</tr>
<tr>
<td>Carmel Middle School</td>
<td>13% (15 students tested)</td>
</tr>
<tr>
<td>Carmel High School</td>
<td>13% (18 students tested)</td>
</tr>
</tbody>
</table>

80% of CUSD targeted support students will meet their site defined growth target.

- **CC:**
  - 60% reading goal
  - 86% met 60% math topic exam average score
  - 70% met 70% math topic exam average score

- **River:**
  - 79% reading goal
  - 91% met 60% math topic exam average score
  - 64% met 70% math topic exam average score

- **Tularcitos:**
  - 64% reading goal
  - 76% met 60% math topic exam average score
  - 59% met 70% math topic exam average score

- **CMS:** Total = 71% or 77/108 met site defined growth targets
  - 80% met 6th Core growth target
  - 71% met 7th LA growth target
  - 63% met 8th LA growth target
  - 80% met 6th Math growth target
  - 46% met 7-8 Math growth target

- **CHS:**
  - 80% met math support goal
  - 86% met writing strategies goal

- **CVHS:** 94% of students met graduation progress targets on individualized plans.
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<table>
<thead>
<tr>
<th>Action</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions/Services</td>
<td>PLANNED</td>
</tr>
<tr>
<td>All students will increase their understanding of math through the use of performance tasks for each topic.</td>
<td>Math performance tasks were refined and implemented.</td>
</tr>
<tr>
<td>Expenditures</td>
<td>BUDGETED</td>
</tr>
<tr>
<td>General Fund</td>
<td>$58,313 for instructional coaching/mathematics</td>
</tr>
<tr>
<td>Object 1000: $44,267</td>
<td>Object 1000: $45,718</td>
</tr>
<tr>
<td>Object 3000: $14,046</td>
<td>Object 3000: $14,307</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions/Services</td>
<td>PLANNED</td>
</tr>
<tr>
<td>All students identified for intervention (targeted support) will receive targeted strategies for support.</td>
<td>The district spent less money than anticipated on RtI staffing, without reducing the quality of daily services, due to personnel transfers, resignations, and rehires.</td>
</tr>
<tr>
<td>Expenditures</td>
<td>BUDGETED</td>
</tr>
<tr>
<td>General Fund</td>
<td>$838,750 for Response to Intervention (RtI) staffing</td>
</tr>
<tr>
<td>3000: $254,358</td>
<td>Object 3000: $212,510</td>
</tr>
<tr>
<td>Action</td>
<td>3</td>
</tr>
<tr>
<td>--------</td>
<td>---</td>
</tr>
<tr>
<td>PLANNED</td>
<td>Action coaches continued to provide an Advanced Learner Program at Tularcitos and Carmel River elementary schools. We had a need to replace some robots for this instruction which is reflected in the expense in object 4000 below. Elementary teachers across the district continued their writing work on both the narrative and informative genres, with the collaboration of a writing committee and the support of instructional coaches and consultants (Momentum in Teaching). Writing rubrics that specify gradations of quality of student writing were implemented in all K-5 classrooms as a result of this work. An English Language Arts/English Language Development Adoption Committee was formed and K-5 teachers piloted two programs. A final selection (<em>Wonders</em> by McGraw-Hill) was made and adopted by the Board in April 2018. The new instructional resource, includes above, below and on grade level differentiated materials and will be implemented in 2018-19. SVMMI Materials will continue to be utilized as appropriate.</td>
</tr>
<tr>
<td>ACTUAL</td>
<td></td>
</tr>
</tbody>
</table>

**Expenditures**

**BUDGETED**

**General Fund & Educator Effectiveness**

$86,177 to fund consulting from Momentum in Teaching, SVMI membership, and Advanced Learner Program programming

1000: $37,220

3000: $11,737

5000: $37,220

**ESTIMATED ACTUAL**

**General Fund & Educator Effectiveness**

$88,889

Object 1000: $40,401

Object 3000: $13,027

Object 4000: $3,987

Object 5000: $31,474
<table>
<thead>
<tr>
<th>Action</th>
<th>4</th>
</tr>
</thead>
</table>
| Actions/Services | PLANNED  
CUSD will define common data for monitoring students and receiving support services | ACTUAL  
A district committee was formed to review and select an assessment data monitoring system. The committee met over the course of the school year and considered several options leading to the selection of Illuminate. This data system was purchased in May 2018. The benefits of this purchase will be seen in future years as this system is implemented. |
| Expenditures | BUDGETED  
General Fund  
Object 5000: $60,000 | ESTIMATED ACTUAL  
General Fund  
Object 5000: $5,100 per contract approved in April, 2018 |

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teachers collaborated to refine math performance tasks and through grade/course level PLCs review student performance on these tasks. Mathematics coaching was primarily focused at the secondary level this year. At the elementary level ELA and writing took precedence.

We see a great deal of promise in expanding the vertical articulation model instituted to significantly revise the K-5 writing program. This was led by instructional coaches and integrated professional learning services provided by Momentum in Learning consultants. This year we began another district vertical articulation ILT (Instructional Leadership Team) focused on the use of instructional technology in classrooms, again led by an instructional coach.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students identified for intervention at each site made good progress on site specific growth targets. Our RtI services are functioning well. However, we are not seeing the desired results in the large scale assessment data. We will be taking a “next step” approach in the coming years as we look at multi-tiered services for all students, utilizing the newly purchased assessment and data system (Illuminate), and focusing more resources (instructional coaching and curriculum) on mathematics.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A District committee completed an extensive review process leading to the purchase of a new data system (Illuminate). The cost in the 2017-18 year was minimal as the purchase was completed in May 2018 with tech integration work to be completed in the summer of 2018. The full licensing for the product will begin with the 2018-19 school year. Benefits to students from this decision will be in future years. There will be a great deal of work to be completed in the coming years in order for this to be fully implemented.

As noted previously in the plan, RtI costs were less than anticipated due to personnel transfers, resignations & rehires.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of the analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Due to the change from CELDT to ELPAC EL metrics will need to be adjusted. 2018-19 will create a new baseline for annual EL progress. Professional learning will continue in 2018-19 to better understand the ELPAC results and instructional strategies that yield improved student achievement. A lead EL instructional coach will be responsible for observing EL teachers and providing coaching feedback as well as coordination of professional learning in this area.

The cost associated with the new data system was less than anticipated in 2017-18 and will be less than anticipated in future years as well. This is reflected in the decrease in budget. The emphasis in the coming year will be on the implementation of the system. Consideration was given to hiring a lead data person. However, it was determined that we should utilize current staff and temporary consultant services (reflected in the budget) as we commence training, and first year implementation.

We have completed our work with Momentum in Learning which is reflected in a decreased budget in this area for the coming year. Educator Effectiveness funding is no longer available. All expenditures for this funding must be completed by June 30, 2018.

There is a need to provide greater emphasis on mathematics coaching and instructional supports in the district. We will be seeking to redirect some coaching supports and add consultant services to this area in the future which is reflected in an increase to the budget in this area. It is anticipated that the first usage of our new data/assessment system will focus on the use of mathematics assessments with added professional learning related to data analysis, and targeted intervention strategies in mathematics. Additionally, we will be piloting math programming at the elementary level (ST Math) that focuses on developing conceptual foundations in mathematics based on spatial-temporal research. We will also be implementing math intervention programming (Imagine Math) that provides personalized math intervention & enrichment based on individual student needs at the elementary level in grades 3-5.

District vertical articulation (ILTS) will continue in writing and instructional technology and expand to K-12 STEM. Support for school to school vertical articulation (middle & high school) will continue as part of collaboration time.

We have clarified the actions and services for all goals for the upcoming year by adjusting the language to ensure stakeholders clearly understood the “actions” and/or “services”.
Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

**Goal 2**
All students will achieve personal wellness through district, school and classroom environments that foster health and happiness.

<table>
<thead>
<tr>
<th>State and/or Local Priorities Addressed by this goal:</th>
<th>STATE</th>
<th>3</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOCAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Goal 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>EXPECTED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSD student reports of caring relationships and school connectedness will exceed 95% on the California Healthy Kids Survey.</td>
<td>This survey is administered bi-annually. The next administration will be in the 2018-19 school year. Note: 2018 Parent Survey results relevant to this area were very positive (see narrative below in the analysis section)</td>
</tr>
<tr>
<td>Student reports of drug and alcohol abuse, feelings of sadness or hopelessness, and harassment or bullying will be 10% below state averages on the California Healthy Kids Survey and local measures.</td>
<td>This survey is administered bi-annually. The next administration will be in the 2018-19 school year. Note: 2018 Parent Survey results relevant to this area were very positive (see narrative below in analysis section)</td>
</tr>
</tbody>
</table>

### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<table>
<thead>
<tr>
<th>Action</th>
<th>PLANNED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All CUSD students will receive programs and services that address their social-emotional behavioral needs as appropriate.</td>
<td>CUSD originally contracted for the first half of the year with a service provider and subsequently hired a full-time social emotional counselor into the district to support the needs of all students through individual counseling sessions.</td>
</tr>
<tr>
<td>Expenditures</td>
<td>BUDGETED</td>
<td>General Fund</td>
</tr>
<tr>
<td>--------------</td>
<td>----------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>ESTIMATED ACTUAL</td>
<td>General Fund</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Object 2000: $38,761</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Object 3000: $14,388</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Object 5000: $63,832</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>PLANNED</th>
<th>Develop and disseminate a social norms campaign targeting students, parents, and staff regarding their perceptions versus the actual student use of drugs and alcohol.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions/Services</td>
<td>ACTUAL</td>
<td>A social norms campaign was spearheaded by the high school in the spring of 2018. Graphics of student created works will be professionally published and displayed in the 2018-19 school year. Expenses will be encumbered in July 2018 and represented in next year’s budget review.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>BUDGETED</th>
<th>General Fund</th>
<th>Object 4000: $1,000 for PR materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ESTIMATED ACTUAL</td>
<td>General Fund</td>
<td>Object 4000: $0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>PLANNED</th>
<th>District and site staff will explore Multi-Tiered Systems of Supports (MTSS) for social-emotional, behavioral, and academic success for all students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions/Services</td>
<td>ACTUAL</td>
<td>The district Administrative Council explored options for training and technical supports for a MTSS self-study process. The CAO attended a professional learning session regarding the SWIFT resources and an overview of the California implementation of MTSS/SUMS grant process. Additional information was gathered during CSBA sessions highlighting districts that have successfully implemented processes related to MTSS. A MTSS Leadership Team was formed and a cohort 3 SUMS grant was submitted in April 2018. In May we received notification that a 3 SUMS grant was awarded to CUSD for $25,000.</td>
</tr>
</tbody>
</table>
**Expenditures**

<table>
<thead>
<tr>
<th>BUDGETED</th>
<th>ESTIMATED ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Fund</strong></td>
<td><strong>General Fund</strong></td>
</tr>
<tr>
<td>$3,500 for release time and professional learning</td>
<td>$1,456 for CAO to attend informational training/meetings related to MTSS</td>
</tr>
<tr>
<td>Object 1000: $3,043 Object 3000: $457</td>
<td>Object 5000: $1,456</td>
</tr>
</tbody>
</table>

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<table>
<thead>
<tr>
<th>Describe the overall implementation of the actions/services to achieve the articulated goal.</th>
<th>Carmel Unified School District implemented the # 1 and #3 actions/services articulated in Goal 2 as planned. Action/service #2 was started in the spring semester at the high school and will continue in the fall of 2018. Our focus on providing a range of supports for students from kindergarten to twelfth grade continues to be a priority. With the addition of a social emotional/behavioral counselor for the district and the exploration of MTSS we are dedicating significant investment in this goal area, and believe is contributing to our students’ successes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</td>
<td>CUSD administers a survey to students through the California Healthy Kids Survey and Stanford Survey of Adolescent School Experiences on a bi-annual basis with the next administration in 2018-19. However, as referenced earlier in this report, our bi-annual Parent Survey conducted in 2017-18 yielded positive results. Six of the ten questions directly related to Health and Wellness showed increases from the previous administration of the survey, and eight of ten questions are 80% or above (positive responses).</td>
</tr>
<tr>
<td>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</td>
<td>We allocated $111,000 as an estimated cost for the addition of a Social Emotional/Behavioral counselor for the district; the actual staffing cost ended up being $116,981. The costs associated with Action #2 were less due to the availability of some free information utilized to explore the possibilities of moving to a MTSS model. As noted above, expenses to publish the social norms graphics will be encumbered in July 2018.</td>
</tr>
<tr>
<td>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</td>
<td>Our RtI (Response to Intervention) program provides a significant level of support to our students identified for academic intervention. However, we believe that moving to a MTSS model for support services will only improve our results. While each site provides unique student supports to those identified, the outcome of our efforts may be improved through common district-wide data points, district-wide tracking of the data and a broader understanding of support systems for all. CUSD has been moving forward in the last two years learning about Social Emotional Learning (SEL) and implementing SEL activities. The Wellness Committee launched in 2016-17 created much interest in The Responsive Classroom, Mindfulness and SEL focus groups. However, there is a need to implement a comprehensive evidenced-based</td>
</tr>
</tbody>
</table>
approach. A pilot of Second Step curriculum in 2018-19 will allow us to consider a more systematic approach. We have clarified the actions and services for all goals for the upcoming year by adjusting the language to ensure stakeholders clearly understood the “actions” and/or “services”.

### Annual Update

**LCAP Year Reviewed: 2017-18**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

#### Goal 3

All staff will engage in professional learning to meet the district and site academic and social-emotional goals.

<table>
<thead>
<tr>
<th>State and/or Local Priorities Addressed by this goal:</th>
<th>STATE</th>
<th>COE</th>
<th>LOCAL</th>
<th>District Goal 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>EXPECTED</th>
<th>ACTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of CUSD teachers will report that professional learning supports their work.</td>
<td>98 % of teachers reported that professional learning supports their work. This percentage is aggregated from professional feedback surveys administered at the conclusion of professional learning.</td>
</tr>
<tr>
<td>90% of CUSD teachers participating in instructional coaching cycles will report the support was valuable.</td>
<td>100% of teachers participating in instructional coaching cycles “Agreed” or “Strongly Agreed” that the support was valuable. This percentage is aggregated from feedback surveys of all teachers participating in coaching supports.</td>
</tr>
</tbody>
</table>

#### ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

| Action | 1 |
### Actions/Services

**PLANNED**
CUSD teachers and site leaders will participate in professional learning on targeted instructional strategies supporting all students, with particular attention to English Learners, socioeconomically disadvantaged students, students with disabilities, and advanced learners.

**ACTUAL**
Teachers participated in a variety of professional learning experiences that included strategies that focus on the identified student sub-populations.

### Expenditures

**BUDGETED**
- **General Fund:** $149,010
- **Educator Effectiveness:** $10,990
  - for release time and professional learning
- **Object 5000:** $160,000

**ESTIMATED ACTUAL**
- **Total:** $68,939
  - **General Fund**
    - Object 1000: $29,370
    - Object 2000: $3,825
    - Object 3000: $6,177
    - Object 4000: $0
    - Object 5000: $7,148
  - **Educator Effectiveness**
    - Object 1000: $8,038
    - Object 2000: $0
    - Object 3000: $1,093
    - Object 4000: $0
    - Object 5000: $1,352
  - **Title II**
    - Object 1000: $0
    - Object 2000: $0
    - Object 3000: $0
    - Object 4000: $0
    - Object 5000: $11,935

### Action

**2**

### Actions/Services

**PLANNED**
All teachers will have opportunities for vertical articulation related to their content areas.

**ACTUAL**
The most significant vertical articulation work was focused on TK-5 in the area of writing. Teachers across all elementary grades regularly collaborated in the development and refinement of Teaching Points for writing as well as associated writing rubrics. An instructional leadership team (ILT) focused on technology usage in the classroom and inclusive of elementary/middle and high school teachers met regularly and conducted classroom observations in order to inform recommendations to be implemented in the 2018-19 school year.

### Expenditures

**BUDGETED**
- **Title II**
  - $5,000 for release time and stipends
  - 1000: $4,348
  - 3000: $652

**ESTIMATED ACTUAL**
- **$9,902**
  - Object 1000: $8,910
  - Object 2000: $99
  - Object 3000: $893
**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe the overall implementation of the actions/services to achieve the articulated goal.</strong></td>
<td>Efforts to ensure that all staff has access to professional learning in support of student achievement through coaching, collaboration, and conferences led to a variety of professional learning opportunities and approaches; this allowed individuals and teams the ability to increase capacity in her/his identified needs and school/district goals. EL teachers attended conferences and professional learning specific to the needs of English Learners. All administrators and all elementary teachers participated in NGSS training provided by MCOE. All elementary teachers participated in a number of coaching sessions with consultants from <em>Momentum in Learning</em> as well as grade specific professional learning on writing strategies. Summer institute sessions focused on instructional strategies related to ELA included an overview of GLAD (Guided Language Acquisition Design) as well as Reading &amp; Writing integration and use of resources in elementary grades. Classroom strategies related to socio-emotional learning are also a summer institute focus with sessions on Mindfulness. Additionally, our district is always seeking to expand our opportunities for engaging students at high levels through Project-Based learning (PBL), instructional technology integrated opportunities and STEM/NGSS hands-on learning. We believe that all learners, but especially our EL and at-risk populations, benefit from engaging, hands-on experiences and we devote professional learning and collaboration resources to continuously improve in these areas.</td>
</tr>
<tr>
<td><strong>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</strong></td>
<td>The overall satisfaction for professional learning is extremely high at 98%</td>
</tr>
<tr>
<td><strong>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</strong></td>
<td>The amount stated in the budget for action #1 of goal 3 was significantly more than actual expenses. This action is to specifically target professional development to certain identified need areas. The actual expenses accurately reflect the intention of $60,000. An error was made in noting the original anticipated budget in this area for 2017-18.</td>
</tr>
</tbody>
</table>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will continue our efforts to expand vertical articulation teams with a priority for K-12 science in the 2018-19 year.

We have seen very high satisfaction ratings from our teachers related to supports for professional learning and will refine our measurable outcome to reflect this moving forward.

Mathematics achievement is an area we believe need greater attention including, but not limited to coaching supports and professional learning.

We clarified the actions and services for all goals for the upcoming year by adjusting the language to ensure stakeholders clearly understood the “actions” and/or “services”.

### Stakeholder Engagement

<table>
<thead>
<tr>
<th>LCAP Year</th>
<th>☑️ 2017–18</th>
<th>☑️ 2018–19</th>
<th>☑️ 2019–20</th>
</tr>
</thead>
</table>

**IN Volvement Process for LCAP and Annual Update**

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The district’s Chief Academic Officer engaged with various stakeholder groups in the winter-spring of 2018 to review achievement data and introduce stakeholders to the state’s new accountability system, the California Dashboard. The following stakeholder engagement sessions were held:

- Carmel High School Padre Parents | December 7, 2017
- Carmel River Elementary School | Parent-Teacher Association (PTA) | January 24, 2018
- Carmel River Elementary School | Staff Meeting | January 25, 2018
- Carmel Middle School | Staff Meeting | January 25, 2018
- Carmel Valley/Cachagua Community Meeting | January 30, 2018
- Community Advisory Committee Meeting | February 5, 2018
- Tularcitos Elementary School | Staff Meeting | February 7, 2018
- Tularcitos Elementary School | Parent-Teacher Organization (PTO) | February 7, 2018
- Carmel Valley/Cachagua Community Meeting (community members, parents & students) #2 | February 7, 2018
- Carmel High School | Staff Meeting | February 8, 2018
- Big Sur Community Meeting (includes parents and students) | February 8, 2018
- Carmel Middle School | Parent-Teacher Organization (PTO) | March 7, 2018
IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

A significant amount of time was dedicated to providing all stakeholder groups information on the new CA Dashboard information, and with our parent stakeholder group promoting the bi-annual parent survey. These meetings, the survey results and our analysis of data served to inform the refinements in the LCAP plan. The results from the Parent Survey continue to be very positive with 98% “Satisfied” or “Very Satisfied” with the overall education provided to students. We confirmed, and in some cases modified some actions/services to reflect priorities. We are firmly committed to engaging in work related to Multi-Tiered Systems of Support (MTSS), the new data system and continued instructional coaching supports. As noted previously in the plan, we clarified language in the actions and services, but there are no major changes to this three-year plan. Although not noted in this plan, the Cachagua community values a community sponsored summer enrichment program. Support for this program through the use of District facilities, Internet, etc. will continue in the summer of 2018. Additionally, late bus transportation for Carmel Middle School & Carmel High School for students living in the Big Sur and Cachagua (remote areas) has been institutionalized in the district.
# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

<table>
<thead>
<tr>
<th></th>
<th>New</th>
<th>Modified</th>
<th>Unchanged</th>
</tr>
</thead>
</table>

## Goal 1

All students will engage in challenging, innovative and relevant curriculum that prepares them for college, career and global citizenship.

### State and/or Local Priorities Addressed by this goal:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOCAL</td>
<td>CUSD Goal 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Identified Need

With our CAASPP scores of 81% ELA, 69% Math meeting or exceeding standard, it is vital to ensure an engaging curriculum for all students. With a diversity of student learners, ensuring that students master CA State Standards is a priority, with mathematics intervention and support being a specific area of emphasis.

## EXPECTED ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSD will increase the number of students performing at the &quot;Met Standard&quot; and &quot;Exceeded Standard&quot; levels on both the math and English language arts (ELA) portions of the California Assessment of Student Performance and Progress (CAASPP) at</td>
<td>2016 Data: ELA: 82% Math: 72% 2016 CAASPP Subgroup: ELA Special Ed: 30% Socioeconomically Disadvantaged: 56% English Learners: 36% MATH</td>
<td>ELA: 82% Math: 75% Subgroup Outcomes: ELA Special Ed: 34% Socioeconomically Disadvantaged: 60% English Learners: 40% MATH</td>
<td>ELA: 84% Math: 78% Subgroup Outcomes: ELA Special Ed: 38% Socioeconomically Disadvantaged: 64% English Learners: 44% MATH</td>
<td>ELA: 85% Math: 80% Subgroup Outcomes: ELA Special Ed: 42% Socioeconomically Disadvantaged: 68% English Learners: 48% MATH</td>
</tr>
</tbody>
</table>
all grade levels tested: 80% for ELA and 75% for math.

<table>
<thead>
<tr>
<th>CUSD will increase the percentage of students reclassified English Proficient (RFEP) by 1%</th>
<th>Special Ed: 21% Socioeconomically Disadvantaged: 42% English Learners: 18%</th>
<th>Special Ed: 25% Socioeconomically Disadvantaged: 47% English Learners: 30%</th>
<th>Special Ed: 30% Socioeconomically Disadvantaged: 52% English Learners: 35%</th>
<th>Special Ed: 35% Socioeconomically Disadvantaged: 57% English Learners: 40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 Data (CELDT*): Captain Cooper Elementary School: 2% (43 students tested) Tularcitos Elementary School: 8% (52 students tested) Carmel River Elementary School: 0% (18 students tested) Carmel Middle School: 13% (15 students tested) Carmel High School: 13% (8 students tested)</td>
<td>8% RFEP</td>
<td>9% RFEP</td>
<td>10% RFEP</td>
<td></td>
</tr>
<tr>
<td>85% of CUSD English language Learners will demonstrate progress on the CA English Language Proficiency Assessment (ELPAC)* *New assessment in 2017-18</td>
<td>Baseline to be set with 2017-18 data available in summer 2018.</td>
<td>Baseline Year</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>80% of CUSD targeted support students will meet their site defined growth target.</td>
<td>2016 Data: 68% of K-12 students are meeting their growth target in Math and/or English Language Arts</td>
<td>80% of K-12 students will meet their growth target in Math and/or English Language Arts.</td>
<td>85% of K-12 students will meet their growth target in Math and/or English Language Arts.</td>
<td>90% of K-12 students will meet their growth target in Math and/or English Language Arts.</td>
</tr>
</tbody>
</table>

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.
### Action 1

#### For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>☒ All</th>
<th>☐ Students with Disabilities</th>
<th>☐ Specific Student Group(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>☒ All schools</td>
<td>☐ Specific Schools</td>
<td>☐ Specific Grade spans:</td>
</tr>
</tbody>
</table>

OR

#### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>☐ English Learners</th>
<th>☐ Foster Youth</th>
<th>☐ Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Services</td>
<td>☐ LEA-wide</td>
<td>☐ School-wide</td>
<td>☒ Limited to Unduplicated Student Group(s)</td>
</tr>
<tr>
<td>Location(s)</td>
<td>☐ All schools</td>
<td>☐ Specific Schools</td>
<td>☐ Specific Grade spans:</td>
</tr>
</tbody>
</table>

### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ New</td>
<td>☒ New</td>
<td>☒ New</td>
</tr>
<tr>
<td>☐ Modified</td>
<td>☐ Modified</td>
<td>☐ Modified</td>
</tr>
<tr>
<td>☐ Unchanged</td>
<td>☐ Unchanged</td>
<td>☐ Unchanged</td>
</tr>
</tbody>
</table>

All students will increase their understanding of math through the use of performance tasks for each topic.

Staff will analyze student mathematics results (CAASPP & Local Measures) in order to develop and implement short and long term strategies addressing math instruction and intervention.

Staff will analyze student mathematics results (CAASPP & Local Measures) in order to develop and implement short and long term strategies addressing math instruction and intervention.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>Instructional Coaching(math): $58,313</td>
<td>Instructional Coaching &amp; Math Intervention curriculum $131,628</td>
<td>Instructional Coaching &amp; math intervention curriculum: $135,276</td>
</tr>
<tr>
<td>Source</td>
<td>Source</td>
<td>Source</td>
</tr>
<tr>
<td>General Fund</td>
<td>General Fund</td>
<td>General Fund</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Budget Reference</td>
<td>Budget Reference</td>
</tr>
<tr>
<td>1000 $44,267 3000 $14,046</td>
<td>1000: $91,166 3000: $30,462 5000: $10,000</td>
<td>1000: $93,900 3000: $31,374 5000: $10,000</td>
</tr>
</tbody>
</table>
### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>□ All</th>
<th>Students with Disabilities</th>
<th>□ [Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>□ All schools</td>
<td>□ Specific Schools:</td>
<td>□ Specific Grade spans:</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>☒ English Learners</th>
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<tbody>
<tr>
<td>Scope of Services</td>
<td>☒ LEA-wide</td>
<td>□ School-wide</td>
<td>OR □ Limited to Unduplicated Student Group(s)</td>
</tr>
<tr>
<td>Location(s)</td>
<td>☒ All schools</td>
<td>□ Specific Schools:</td>
<td>□ Specific Grade spans:</td>
</tr>
</tbody>
</table>

#### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ New</td>
<td>□ Modified</td>
<td>☒ Unchanged</td>
</tr>
</tbody>
</table>

All students identified for intervention (targeted support) will receive targeted strategies for support.

#### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>Rtl Staffing: $838,750</td>
<td>Amount</td>
</tr>
<tr>
<td>Source</td>
<td>General Fund</td>
<td>Source</td>
</tr>
</tbody>
</table>

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p>| Students to be Served | ☒ All | □ Students with Disabilities | □ [Specific Student Group(s)] |</p>
<table>
<thead>
<tr>
<th>Location(s)</th>
<th>All schools</th>
<th>Specific Schools: ___________________</th>
<th>Specific Grade spans: ___________________</th>
</tr>
</thead>
</table>

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope of Services</strong></td>
<td>LEA-wide</td>
<td>School-wide</td>
<td><strong>OR</strong></td>
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</tbody>
</table>

### ACTIONS/SERVICES

<table>
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<tr>
<th>2017-18</th>
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<td>Modified</td>
<td>Modified</td>
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</tr>
<tr>
<td>Unchanged</td>
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</tr>
</tbody>
</table>

All students will receive instruction that is challenging for their assessed abilities.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>$86,177 to fund Momentum in Teaching, SVMI and ALP</td>
<td>$60,733 ALP &amp; SVMI</td>
<td>$62,375 ALP &amp; SVMI</td>
</tr>
<tr>
<td>Source</td>
<td>Source</td>
<td>Source</td>
</tr>
<tr>
<td>General Fund/Educator Effectiveness</td>
<td>General Fund</td>
<td>General Fund</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Budget Reference</td>
<td>Budget Reference</td>
</tr>
<tr>
<td>1000 $37,220</td>
<td>1000: $40,861</td>
<td>1000 $42,087</td>
</tr>
<tr>
<td>3000 $11,737</td>
<td>3000: $13,872</td>
<td>3000 $14,288</td>
</tr>
<tr>
<td>5000 $37,220</td>
<td>5000: $6,000</td>
<td>5000: $6,000</td>
</tr>
</tbody>
</table>

### Action

| 4 |

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>All</th>
<th>Students with Disabilities</th>
<th>[Specific Student Group(s)]</th>
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</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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<tr>
<td>New</td>
<td>New</td>
<td></td>
</tr>
<tr>
<td>Modified</td>
<td>Modified</td>
<td></td>
</tr>
<tr>
<td>Unchanged</td>
<td>Unchanged</td>
<td></td>
</tr>
</tbody>
</table>

CUSD staff will define common data for monitoring students receiving support services.

A CUSD committee will develop a plan & implement a new data/assessment system including defining common data for monitoring students receiving support services and aligned professional learning for staff.

CUSD staff will use common data for monitoring students receiving support services.

BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>$60,000</td>
<td>$15,000 Illuminate (license)</td>
<td></td>
</tr>
<tr>
<td>$5,000 data consultant support</td>
<td>$5,000 data consultant support</td>
<td></td>
</tr>
<tr>
<td>General Fund</td>
<td>$15,000 Illuminate (license)</td>
<td></td>
</tr>
<tr>
<td>$5,000 data consultant support</td>
<td>General Fund</td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>5000: $20,000</td>
<td></td>
</tr>
<tr>
<td>5000: $20,000</td>
<td>5000: $20,000</td>
<td></td>
</tr>
</tbody>
</table>

Goal 2

All students will achieve personal wellness through district, school and classroom environments that foster health and happiness.
**State and/or Local Priorities Addressed by this goal:**

**LOCAL**

CUSD Goal 2

**Identified Need**

Our community places a high-level of importance for the whole child—academic, social, and emotional. Continue to improve school connectedness and pro-social and emotional behaviors as indicated on state and local measures. Efforts to reduce the number of suspensions through restorative justice, when appropriate, will continue.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSD student reports of caring relationships and school connectedness will exceed 95% on the CA Healthy Kids Survey</td>
<td>2016-17 Data: 96% of students indicate they have caring relationships and feel connected to their school.</td>
<td>Maintain</td>
<td>Maintain</td>
<td>Maintain</td>
</tr>
<tr>
<td>Student reports of drug and alcohol abuse, feelings of sadness or hopelessness, and harassment or bullying will be 10% below state averages on the CA Healthy Kids Survey and local measures</td>
<td>2016-17 Data: CUSD is 11% below the state average</td>
<td>Maintain</td>
<td>Maintain</td>
<td>Maintain</td>
</tr>
</tbody>
</table>

**Action** 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>All</th>
<th>Students with Disabilities</th>
<th>[Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>All schools</td>
<td>Specific Schools:</td>
<td>Specific Grade spans:</td>
</tr>
</tbody>
</table>
### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope of Services</strong></td>
<td>LEA-wide</td>
<td>School-wide</td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>Location(s)</td>
<td>All schools</td>
<td>Specific Schools:</td>
<td></td>
</tr>
</tbody>
</table>

#### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Modified</td>
<td>Unchanged</td>
</tr>
</tbody>
</table>

- All CUSD students will receive programs and services that address their social-emotional behavioral needs as appropriate.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>Social-Emotional Counselor at CHS: $111,000</td>
<td>Social-Emotional Counselor at CHS: $117,045</td>
</tr>
<tr>
<td>Source</td>
<td>General Fund</td>
<td>SEL (Second Step) Curriculum: $10,000</td>
</tr>
<tr>
<td>Source</td>
<td>General Fund</td>
<td>2000: $86,179 3000: $34,377</td>
</tr>
</tbody>
</table>

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>All</th>
<th>Students with Disabilities</th>
<th>[Specific Student Group(s)]</th>
</tr>
</thead>
</table>
### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New</td>
<td>☑ New</td>
<td>☑ New</td>
</tr>
<tr>
<td>☐ Modified</td>
<td>☐ Modified</td>
<td>☐ Modified</td>
</tr>
<tr>
<td>☐ Unchanged</td>
<td>☑ Unchanged</td>
<td>☑ Unchanged</td>
</tr>
</tbody>
</table>

- **Develop and disseminate a social norms campaign targeting students, parents, and staff regarding their perceptions versus actual student use of drugs and alcohol.**
- **Further develop and disseminate a social norms campaign targeting students, parents, and staff regarding their perceptions versus actual student use of drugs and alcohol.**
- **Refine and disseminate a social norms campaign targeting students, parents, and staff regarding their perceptions versus actual student use of drugs and alcohol.**

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>PR materials: $1,000</td>
<td>Amount</td>
</tr>
<tr>
<td>Source</td>
<td>General Fund</td>
<td>Source</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000</td>
<td>Budget Reference</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scope of Services</th>
<th>LEA-wide</th>
<th>School-wide</th>
<th>OR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location(s)</td>
<td>All schools</td>
<td>Specific Schools:___________________</td>
<td>Specific Grade spans:__________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIONS/SERVICES</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Modified</td>
<td>Unchanged</td>
<td>New</td>
</tr>
</tbody>
</table>

District and site staff will explore Multi-Tiered systems of support (MTSS) for social-emotional, behavioral, and academic success for all students.

District and site staff will engage in a self-reflective study what will inform the development and alignment of academic and behavioral resources, programs, supports and services utilizing a coherent Multi-Tiered Systems of Support (MTSS) framework that engages all systems leading to improved outcomes.

District and site staff will implement Multi-Tiered systems of support (MTSS) for social-emotional, behavioral, and academic success for all students.

<table>
<thead>
<tr>
<th>BUDGETED EXPENDITURES</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>Release time and professional learning: $3,500</td>
<td>Release time &amp; professional learning: $15,900</td>
<td>Release time, professional learning: $15,000</td>
</tr>
<tr>
<td>Source</td>
<td>General Fund</td>
<td>SUMS grant / General Fund</td>
<td>SUMS grant / General Fund</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000: $3,043 3000: $457</td>
<td>1000: $5000 3000: $900 5000: $10,000</td>
<td>1000: $5000 3000: $900 5000: $9,100</td>
</tr>
</tbody>
</table>
Goal 3

All staff will engage in professional learning to meet the district and site academic and social-emotional goals.

<table>
<thead>
<tr>
<th>State and/or Local Priorities Addressed by this goal:</th>
<th>STATE</th>
<th>1</th>
<th>2</th>
<th>4</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE</td>
<td>LOCAL</td>
<td>District Goal 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Identified Need**

Focusing on employee learning will allow us to further support student needs. CUSD students are high performing. To ensure that our staff is prepared to advance the learning of all students, ensuring that our staff has access to research-based professional learning is a community value.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
</table>
| 80% of CUSD teachers will report that professional learning supports their work | 2016-17 Data:
96% of teachers report professional learning supports their work | maintain | maintain | maintain |
| 90% of CUSD teachers participating in instructional coaching will report the support was valuable | 100% of teachers reported participating in instructional | maintain | maintain | maintain |

**Action**

1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>All</th>
<th>Students with Disabilities</th>
<th>[Specific Student Group(s)]</th>
</tr>
</thead>
<tbody>
<tr>
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<td>All schools</td>
<td>Specific Schools:</td>
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</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
</table>

**Scope of Services**

- LEA-wide
- School-wide
- Limited to Unduplicated Student Group(s)

<table>
<thead>
<tr>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All schools</td>
</tr>
<tr>
<td>Specific Schools: ____________________</td>
</tr>
<tr>
<td>Specific Grade spans: ____________________</td>
</tr>
</tbody>
</table>

**ACTIONS/SERVICES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
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</tr>
<tr>
<td>Modified</td>
<td>Modified</td>
<td>Modified</td>
</tr>
<tr>
<td>Unchanged</td>
<td>Unchanged</td>
<td>Unchanged</td>
</tr>
</tbody>
</table>

**2017-18**

All CUSD teachers and site leaders will participate in professional learning on targeted instructional strategies supporting all students, with particular attention to English Learners, socio-economically disadvantaged students, students with disabilities, and advanced learners.

**2018-19**

Provide CUSD teachers and site leaders access to professional learning focused on instructional strategies supporting all students, with particular attention to English Learners, special education, disadvantaged and advanced learners.

**2019-20**

Provide CUSD teachers and site leaders access to professional learning focused on instructional strategies supporting all students, with particular attention to English Learners, special education, disadvantaged and advanced learners.

**BUDGETED EXPENDITURES**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>Release time and professional learning: $160,000</td>
<td>Release time and professional learning: $20,000</td>
<td>Release time and professional learning: $20,000</td>
</tr>
<tr>
<td>Source</td>
<td>Source</td>
<td>Source</td>
</tr>
<tr>
<td>Educator Effectiveness: $10,990 General Fund: $149,010</td>
<td>General Fund</td>
<td>General Fund</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Budget Reference</td>
<td>Budget Reference</td>
</tr>
<tr>
<td>5000</td>
<td>5000</td>
<td>5000</td>
</tr>
</tbody>
</table>

**Action**

| 2 |

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>All</th>
<th>Students with Disabilities</th>
<th>[Specific Student Group(s)]</th>
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</thead>
</table>

<table>
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<tr>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All schools</td>
</tr>
<tr>
<td>Specific Schools: ____________________</td>
</tr>
<tr>
<td>Specific Grade spans: ____________________</td>
</tr>
</tbody>
</table>
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served</th>
<th>☐ English Learners</th>
<th>☐ Foster Youth</th>
<th>☐ Low Income</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Scope of Services</th>
<th>☐ LEA-wide</th>
<th>☐ School-wide</th>
<th>OR</th>
<th>☐ Limited to Unduplicated Student Group(s)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Location(s)</th>
<th>☐ All schools</th>
<th>☐ Specific Schools:</th>
<th>☐ Specific Grade spans:</th>
</tr>
</thead>
</table>

### ACTIONS/SERVICES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ New</td>
<td>☑ Modified</td>
<td>☐ Unchanged</td>
</tr>
</tbody>
</table>

All teachers will have opportunities for vertical articulation related to their content areas.

Provide all teachers with time, protocols, and resources for vertical articulation related to their content areas.

Provide all teachers with time, protocols, and resources for vertical articulation related to their content areas.

### BUDGETED EXPENDITURES

<table>
<thead>
<tr>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>Release time / stipends: $5,000</td>
<td>Amount</td>
</tr>
<tr>
<td>Source</td>
<td>Title II</td>
<td>Source</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>1000 $4,348</td>
<td>3000 $652</td>
</tr>
</tbody>
</table>

### Demonstration of Increased or Improved Services for Unduplicated Pupils

<table>
<thead>
<tr>
<th>LCAP Year</th>
<th>2017-18</th>
<th>☑ 2018-19</th>
<th>☐ 2019-20</th>
</tr>
</thead>
</table>

Estimated Supplemental and Concentration Grant Funds: $ 730,304

Percentage to Increase or Improve Services: 3.65 %
Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a school-wide or LEA-wide basis. Include the required descriptions supporting each school-wide or LEA-wide use of funds (see instructions).

Through continuous improvement focused on our diagnostic and intervention systems we believe we can over time systematically reduce the achievement gap for our ELL, FRPM, and foster students. In particular, our move to define common data points and systems of support (MTSS) that provide early warning indicators will enable staff to quickly target supports for individual students. Professional dialogue and learning for all staff members is key to this process.

<table>
<thead>
<tr>
<th>Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 3: All students will receive instruction that is challenging for their assessed abilities</td>
</tr>
<tr>
<td>Action 4: A CUSD committee will develop a plan to implement a new data/assessment system including defining common data for monitoring students receiving support services and aligned professional learning for staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1: All CUSD students will receive programs and services that address their social-emotional behavioral needs, as appropriate</td>
</tr>
<tr>
<td>Action 3: District and site staff will engage in a self-reflective study what will inform the development and alignment of academic and behavioral resources, programs, supports and services utilizing a coherent Multi-Tiered Systems of Support (MTSS) framework that engages all systems leading to improved outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1: CUSD teachers and site leaders will participate in professional learning on targeted instructional strategies supporting all students, with particular attention to English Learners, socioeconomically disadvantaged students, students with disabilities, and advanced learners.</td>
</tr>
</tbody>
</table>
### Conditions of Learning

<table>
<thead>
<tr>
<th>Priority</th>
<th>Description</th>
<th>Location of Information</th>
<th>Update 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic</td>
<td>Degree to which teachers are appropriately assigned and credentials in subject areas</td>
<td>School Accountability Report Card (SARC)</td>
<td>100% (MET)</td>
</tr>
<tr>
<td></td>
<td>Degree to which students have sufficient access to standards-aligned instructional materials</td>
<td>School Accountability Report Card (SARC)</td>
<td>100% (MET)</td>
</tr>
<tr>
<td></td>
<td>Degree to which school facilities are maintained in good repair</td>
<td>School Accountability Report Card (SARC)</td>
<td>Overall summary of facility conditions is exemplary.</td>
</tr>
<tr>
<td>Implementation of State Standards</td>
<td>Implementation of ALL content and performance standards for ALL students</td>
<td>Local Survey Results</td>
<td>Instructional materials for ELA, Math &amp; Science are aligned to CA Standards. A new K-5 ELA resource was adopted (Wonders) and will be implemented in 2018-19</td>
</tr>
<tr>
<td></td>
<td>Programs and services enable English Learners to access core and English Language Development Standards</td>
<td>Local Survey Results</td>
<td>Instructional materials for ELA and ELD are aligned to CA standards. A new K-5 ELA resource was adopted for implementation in 2018-19 and includes an ELD component.</td>
</tr>
<tr>
<td></td>
<td>Student access and enrollment in all required areas of study</td>
<td>Local District Results</td>
<td>All students have access to core curriculum (unless an IEP directs otherwise). Students have open access to all courses at CHS.</td>
</tr>
</tbody>
</table>
## Pupil Outcomes

<table>
<thead>
<tr>
<th>Priority</th>
<th>Description</th>
<th>Location of Information</th>
<th>Update 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Achievement</td>
<td>English Learner progress toward English proficiency</td>
<td>California English Language Development Test (CELDT) Progress</td>
<td>78% of English Learners demonstrated annual progress ('16-'17 results)</td>
</tr>
<tr>
<td></td>
<td>Reclassification</td>
<td></td>
<td>Captain Cooper Elementary School: 2% (43 students tested) Tularcitos Elementary School: 8% (52 students tested) Carmel River Elementary School: 0% (18 students tested) Carmel Middle School: 13% (15 students tested) Carmel High School: 13% (18 students tested) ('16-'17 results)</td>
</tr>
<tr>
<td>Statewide Assessments</td>
<td>Smarter Balanced Assessment Consortium (SBAC) - English Language Arts</td>
<td>Meets &amp; Exceeds Standard: Overall - 81% SpEd- 35% Soc. Disadvantaged - 52% ELL - 23% ('16-'17 results)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smarter Balanced Assessment Consortium (SBAC) - Mathematics</td>
<td>Meets &amp; Exceeds Standard: Overall - 69% SpEd- 21% Soc. Disadvantaged - 42% ELL - 18% ('16-'17 results)</td>
</tr>
<tr>
<td></td>
<td>% of students successfully completing A-G courses</td>
<td>Local data</td>
<td>76% of Class of 2017 met a-g requirements</td>
</tr>
<tr>
<td>% of students successfully completing CTE pathways</td>
<td>Local data</td>
<td>63 students completed in 2017</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------</td>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>% of students passing Advanced Placement (AP) exams (3+)</td>
<td>College Board</td>
<td>78.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>422 students completed 929 AP exams. (*16-17 results)</td>
<td></td>
</tr>
<tr>
<td>% of students demonstrating college preparedness (Early Assessment Program exam)</td>
<td>Smarter Balanced Assessment Consortium (SBAC) results</td>
<td>78.1% of 2017 graduates demonstrate college preparedness (CCRI)</td>
<td></td>
</tr>
<tr>
<td>Other Pupil Outcomes</td>
<td>District Determined</td>
<td>Local district data</td>
<td></td>
</tr>
</tbody>
</table>

### Engagement

<table>
<thead>
<tr>
<th>Priority</th>
<th>Description</th>
<th>Location of Information</th>
<th>Update 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental Involvement</td>
<td>Efforts to seek parent input and decision making</td>
<td>Local survey results</td>
<td>Parent meetings were held to gather input from PTO/SSC/ELAC. CUSD administers a bi-annual parent survey. Feb. 2018 Parent Survey Results: 93% of parents agree that “The school seeks input and welcomes parents’ contributions.”</td>
</tr>
<tr>
<td></td>
<td>Promotion of parental participation</td>
<td>Local survey results</td>
<td>Feb. 2018 Parent Survey Results: 95% of parents agree that “The school encourages me to be an active partner.”</td>
</tr>
<tr>
<td>Pupil Engagement</td>
<td>Chronic absenteeism rates</td>
<td>Local district data</td>
<td>CUSD 2017 attendance rate - 10.3% - Chronic Absenteeism rate (*16-17 results)</td>
</tr>
<tr>
<td></td>
<td>High school dropout rates</td>
<td>Local district data</td>
<td>.02% (*16-17 results)</td>
</tr>
<tr>
<td>School Climate</td>
<td>Middle school dropout rates</td>
<td>Local district data</td>
<td>0.0% (*16-17 results)</td>
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<tr>
<td>School Climate</td>
<td>Student suspension rates</td>
<td>State data</td>
<td>2.5% (*16-17 results)</td>
</tr>
<tr>
<td>School Climate</td>
<td>Student expulsion rates</td>
<td>State data</td>
<td>.04% (*16-17 results)</td>
</tr>
<tr>
<td>School Climate</td>
<td>Other local measures</td>
<td>Local district data</td>
<td>CA Healthy Kids Survey will be administered in 2018.</td>
</tr>
</tbody>
</table>
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

### 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

### IMPLEMENTATION OF STATE ACADEMIC AND PERFORMANCE STANDARDS
- The district will implement the Common Core Standards (CCSS) and CA English Language Development Standards (CA ELD Standards), and transition to Next Generation Standards (NGSS) by 2018-19.
  - Professional development and curriculum development time will be provided to fully understand and implement these standards
  - Instructional coaches will be provided at all sites.
  - School site RtI (Response to Intervention) teams will monitor student progress of these standards; intervention will be provided for students struggling to meet standards
- A newly adopted K-5 ELA/ELD core resource will be implemented in 2018-19
- The district will continue to implement CCSS-aligned math curriculum resources.
  - Professional development will be provided for math curriculum resources, as needed.
- The district will develop a resource adoption schedule to align Social Studies/History course resources to the newly state adopted framework.
- All English Learners will receive English Language Development (ELD) instruction and support based on the new CA ELPAC
  - ELD Standards will be implemented
  - ELD teachers will collaborate with general education teachers to differentiate instruction in order to help English Learners access our core program
  - Additional site specific interventions (Read 180, elementary reading interventions) will be provided
  - Before and after school support programs to assist students with skill development and content understanding
  - Support classes during the school day will be provided to assist English Learners
    - Elementary: pull out ELD to support academic success and language acquisition, reading and math support
    - CMS: ELD support, EL push-in support, strategic writing, intensive writing
    - CHS: Strategies class, AVID, CAHSEE support
- Cachagua and Apple Pie Pre-school for English Learners
- Technology integration will be utilized for teaching and learning
  - Summer Institute, with technology integration courses, is provided annually for all teachers
  - 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 home as needed
  - The District’s Ed Tech Instructional Leadership Team (ILT) will analyze technology use in order to recommend and promote best practices.
- 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, Imagine Learning, co-teaching
      - Secondary: ELA support classes, Read 180, co-teaching
  - Math interventions will be provided in grades 1-12
    - Classroom level differentiation
- Additional interventions:
  - Elementary: Imagine Math, ST Math
  - Secondary: Math 180, FASTT Math, After school tutoring or homework support, support classes, office hours
- CUSD will use the Professional Learning Community (PLC) model as our routine approach for continuous improvement

**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 the district, to include:
  - School Site Councils
  - English Learner Advisory Committee
  - Parent Teacher Associations/Organizations
  - Community Advisory Committee
- Each site will develop a parent support plan as needed to address topics such as:
  - Parenting
  - Computer/Communication skills
  - Life Skills Training
  - Elective opportunities for advanced learners
  - Drug/alcohol awareness
  - College/ career information
  - Digital Leadership practices
  - Puberty education information for parents
  - Positive solutions for families
  - Writing program support
  - English Learner parent support
  - Homework assistance

**STUDENT ACHIEVEMENT**
The following are analyzed on an annual basis:
- Core program assessments
- District writing benchmarks
- Interim Smarter Balanced Assessment Consortium (SBAC) ELA and math benchmarks
- Elementary Reading assessments -DIBELS, SRA and Fountas & Pinnell (new 2018-19)
- Class grades
- State assessments
  - CAASPP
  - CAST
  - ELPAC
  - Physical Fitness Test
- Percent of students reading at grade level by the end of second and third grade
- Percent of students reading at grade level who have ever participated in reading intervention as they exit fifth grade
- Percent of students meeting 70% average score on math topic tests
- Percent of secondary students who improve grade if in content-specific support class
- Drop-out rates
- Graduation rates
- EL reclassification rates & progress toward English proficiency
- Percent of Special Education students meeting IEP (Individualize Education Plan) goals
- Percent of AP (Advanced Placement) students passing AP exams
- SAT/ACT performance goals
- College readiness
- Suspension rate
PUPIL ENGAGEMENT

- Create a wrap-around student support approach to address the needs of the “whole child”
  - Provide academic, behavioral, 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 student 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
    - Cluster grouping
    - Honors classes
    - Advanced Placement classes
    - Career Tech Education
    - Leadership programs
    - Project-based learning
  - Provide options for middle school and high school students who do not succeed in the regular program
    - Strategies courses
    - Carmel Valley High School (Continuation HS)
    - Credit Recovery – Edmentum courses
    - Credit Recovery Summer School (CHS/CVHS)
    - AVID (CHS)

SCHOOL CLIMATE

- Minimize suspensions and expulsions
  - In-school suspension program
  - Power Forward
  - Voluntary random drug testing
  - Restorative Justice
- Promote a bully-free environment
  - All schools will provide site-specific programs: Challenge Day, Ohana Day, WeTip, Not In Our Schools, Weekly Gathering, Life Skills, 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 the 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
  - Recruit, train and develop the best employees for every staff position
  - Each site will recognize excellence among students and staff. The district will recognize classified and certificated Employees of the Month.
- Drug/alcohol prevention
  - Student Assistance Program
  - Life Skills training
<table>
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<tr>
<th>Social Norms campaign</th>
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<tr>
<td>Alcohol EDU</td>
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<td>Sober Grad Night</td>
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<td>ALOHA program</td>
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<tr>
<td>Annual Anti-drinking-and-driving event</td>
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<tr>
<td>Voluntary Random Drug Testing</td>
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<tr>
<td>Random K-9 contraband sweeps</td>
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<tr>
<td>Power Forward</td>
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</table>

**COURSE ACCESS**
- Offer challenging, relevant, and engaging standards-based curricula in all core courses
- Develop CTE pathways as student interest and feasibility allow
- Explore and implement Dual Enrollment with Monterey Peninsula College as student interest and feasibility allow
- Open access to AP courses at CHS; maintain several AP course offerings
- Offer rich array of elective and extracurricular activities across grade levels
- CHS course access to CVHS students
- Develop mentorship and internship opportunities

**OTHER STUDENT OUTCOMES**
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.

We believe...

☆ in lifelong learning;
☆ high standards are essential for achieving excellence; everyone deserves the opportunity to develop his/her potential;
☆ all people have the right to be safe;
☆ the family is the most important element in the growth and development of an individual;
☆ it takes a whole community to educate a child;
☆ we have responsibility for the environment;
☆ everyone deserves respect;
☆ one person can make a difference;
☆ every individual can achieve personal excellence;
☆ we are responsible for our actions;
☆ growth of body, mind, and spirit are equally important and interrelated;
☆ in the importance of moral values and ethical standards;
☆ positive self-esteem is essential;
☆ living by example is the best expression of one’s beliefs;
☆ in the importance of creativity and innovation;
☆ it is every employee’s responsibility to support each student’s success.
GOAL 1: INSTRUCTIONAL EXCELLENCE & INNOVATION

All students engage in challenging, innovative, and relevant learning experiences to prepare them for college, career and global citizenship.

### MEASURABLE OUTCOMES

- All students will graduate with the skills necessary to make informed decisions that align with their strengths, aptitudes, and college and career goals as evidenced by the completion of college/career goals.
- Upon completion of a Career Technical Education (CTE) pathway, students will demonstrate acquisition of core pathway competencies; report baseline data for 2018-19.
- The annual percentage of students Reclassified Fluent English Proficient (RFEP) will be 5% or more; report baseline data for new English Language Proficiency Assessments for California (ELPAC).
- 85% of targeted support students will meet their site defined growth target.
- Through annual analysis of site data and/or large scale survey results, 80% of students will report that their learning is meaningful/relevant to their lives.
- 80% of students will score at “Meets” or “Exceeds” on the English language arts portion of the California Assessment of Student Performance and Progress (CAASPP).
- 75% of students will score at “Meets” or “Exceeds” on the mathematics portion of the California Assessment of Student Performance and Progress (CAASPP).

### ACTIONS & SERVICES

- Explore dual enrollment with Monterey Peninsula College or other colleges to determine opportunities for College and Career Awareness Pathways (CCAP) agreements.
- Develop a CUSD model for educational technology and information technology supports in order to more effectively and efficiently support teacher and student learning, innovation, and Project 2020 outcomes.
- Establish a curriculum review and resource adoption/selection cycle and process in order to ensure ongoing alignment of state standards/frameworks, student/staff access to high quality resources, and consistency in budgetary planning.
- Analyze student mathematics results (CAASPP and local measures) in order to develop short and long term strategies addressing math instruction and intervention.
- Form a District science instructional leadership team (ILT) in order to assess the current status of K-12 Next Generation Science Standards (NGSS) and Environmental Principles and Concepts (EPC) instruction and develop/propose short and long term goals for science education in CUSD.
- Provide all students identified for intervention with targeted strategies for support, and ensure all students receive instruction that is challenging for their assessed abilities.
- Provide career pathway awareness, exploration, and education to all students through site activities and instruction.
- In support of all students graduating with the skills necessary to make informed decisions that align with their strengths, aptitudes, and college and career goals, staff will ensure:
  - Four-year college bound seniors will graduate having researched prospective colleges and majors, prioritizing fit over ranking.
  - Community college transfer students will graduate with a 2-3 year transfer plan.
  - CTE students will graduate having completed a 2-3 year plan leading to the completion of a certificate, license, or career placement.
- Form a district committee to develop a plan for implementing the new data/assessment system that identifies specific data and timelines related to the monitoring of student progress as well as professional learning for staff.

*Indicates alignment to Local Control Accountability Plan (LCAP)*
### GOAL 2: STUDENT SUPPORT & ENGAGEMENT

All students achieve personal wellness through an environment that fosters health and happiness.

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<tr>
<th>MEASURABLE OUTCOMES</th>
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| Student relationships and school connectedness will exceed 95% on the California Healthy Kids Survey.  
Student reports of sadness or hopelessness, and harassment or bullying will be 10% below state averages on the California Healthy Kids Survey and local measures.  
Student reports of school stress and academic worries will decrease by at least 5%, as measured by the Stanford Survey of Adolescent School Experiences, and local measures.  
The overall suspension rates will decrease and the specific rate for any subgroup will not exceed 1.5%. |

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<th>ACTIONS &amp; SERVICES</th>
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| Provide programs/activities and behavioral support services focused on social-emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.  
Establish a Digital Citizenship curriculum (K-12) and communicate it with staff, parents, and the community.  
Maintain and refine programs and services that successfully reduce the percent of students using drugs and alcohol.  
Develop and disseminate a social norms campaign targeting students, parents and staff regarding their perceptions versus actual student use of drugs and alcohol.  
Engage in a self-reflective study that will inform the development and alignment of academic and behavioral resources, programs, supports, and services utilizing a coherent Multi-Tiered System of Supports (MTSS) framework that engages all systems leading to improved student outcomes. |

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### GOAL 3: CONTINUOUS PROFESSIONAL LEARNING

All staff engage in high quality professional learning to meet the district’s academic and social-emotional goals.

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<th>MEASURABLE OUTCOMES</th>
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| 90% of certificated and classified employees will “Agree” or “Strongly Agree” that professional learning is useful in their work, as measured through the LUSD Professional Learning Feedback Survey.  
The number of teachers participating in instructional or curricular supports will increase by 25%.  
90% of teachers participating in instructional coaching will report the support was valuable.  
All classified staff will participate in at least one professional learning opportunity each year. |

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<th>ACTIONS &amp; SERVICES</th>
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| The K-12 Instructional Coaching BT will monitor, refine, and facilitate the implementation of the Professional Learning Plan.  
Develop a Professional Learning Community (PLC)/team facilitator training that promotes a collaborative process for teams and grade levels/departments.  
Develop and implement a plan to grow the culture of coaching and job-embedded professional learning.  
Provide all science and elementary teachers access to professional learning that supports the implementation of Next Generation Science Standards (NGSS) and Environmental Principles and Concepts (EPC).  
Support all math teachers in analyzing student performance data to identify areas of growth in math concepts, practices, and performance tasks.  
Provide teachers and site leaders access to professional learning focused on instructional strategies supporting all students, with particular attention to English learners, special education, disadvantaged, and advanced learner students.  
Provide all teachers with time, protocols, and resources for vertical articulation.  
Coordinate with managers to develop professional learning opportunities for every classified and non-represented staff member. |
GOAL 4: SYSTEMIC SUPPORTS

Carmel Unified School District will maintain strong and responsive systemic supports in pursuit of its overall mission and through the development and maintenance of facilities, responsive and innovative technologies, alignment of budgetary resources to district goals, and the recruitment and retention of highly qualified staff.

| HUMAN RESOURCES          | ➜ Develop a plan to recruit and retain highly qualified staff in anticipation of future retirements and staff openings.  
|                          | ➜ Organize and maintain a district committee to develop, in conjunction with the Association of Carmel Teachers, a proposed plan to refine/revise the certificated evaluation system to increase staff and administrative engagement in continuous improvement.  
|                          | ➜ Promote practices that support a safe and healthy environment for adult work and learning, leading to “Agree” or “Strongly Agree” on the Working Environment subsection of the California School Climate Survey. |
| TECHNOLOGY               | ➜ Improve technology supported to staff, students and parents by implementing Project 2020 and the 2017-2020 Technology Plan. |
| BUSINESS/FINANCE         | ➜ Ensure financial resources are prioritized in support of organization goals and the Local Control Accountability Plan (LCAP) while maintaining appropriate reserves. |
| FACILITIES               | ➜ Continue the development of a short and long range facilities master plan to support the educational vision and enrollment projections. |
| COMMUNICATION            | ➜ Formulate a plan to improve frequency and quality of communications with our stakeholder groups. |
| GOVERNANCE               | ➜ Update Board policies to reflect changing laws.  
|                          | ➜ Continue adherence to Board Governance protocols. |

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