

§ 15498. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Carpinteria Unified School District **Contact (Name, Title, Email, Phone Number):** Jeff Chancer, Interim Superintendent, jchancer@cusd.net, 805-684-4511 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>1. How have stakeholders been involved in development, review and support of LCAP? Has their inclusion been timely?</p> <p>A. We have held school-level meetings with English and Spanish speaking parents to review the data on April 8, 2015 and on May 20, 2015. At these meetings parents were given the opportunity to give feedback and recommendations.</p> <p>B. We have presented our data and our draft plan to the Parent Advisory Committee (parents of economically disadvantaged and English Learner students as well as other parents) on April 14, 2015 and on May 12, 2015. Parents had the opportunity to give feedback and recommendations.</p> <p>C. School administrators reviewed and discussed the plan with School Site</p>	<p>The impact of stakeholder engagement on development of the LCAP is summarized as follows:</p> <ul style="list-style-type: none"> • -Stakeholders learned that CUSD succeeds to the extent it does its work systematically, pre-K through grade 12. Deficits at any level can marginalize effectiveness at the point students leave the system (i.e., fewer students prepared for college/career success). • -Stakeholders understood that the eight state priorities, when addressed strategically, lead to student success. As such, stakeholders, as part of the annual LCAP review process, will be looking for improvement, per the goals in Section 2. • -Stakeholders, now more versed in key elements to student success (state

Councils where they were given the opportunity to provide feedback and recommendations..

D. School administrators have reviewed and discussed the plan at staff meetings where they were invited to provide input for LCAP goals: Canalino on May 13, 2015; Summerland on May 13, 2015; Aliso on May 27, 2015; Carpinteria Family School on April 22, 2015; Carpinteria Middle School on May 14, 2015; Carpinteria High School on June 1, 2015; Rincon/Foothill on May 13, 2015

E. On June 2, 2015, Superintendent met with the District’s labor union, the Carpinteria Association of United School Employees (CAUSE) to consult on the draft plan.

F. A draft of the plan, was posted on the CUSD website for community input and parents and other stakeholders were informed and invited to review and comment on the plan.

G. Public notices of the Governing Board’s June 23, 2015 hearing were published in the local newspaper (Coastal View News) on June 11, 2015. The Governing Board held a public hearing June 23, 2015 to accept final stakeholder input before adopting the plan on June 25, 2015.

2. Actions taken to engage with parents of English Learners, Economically Disadvantaged or Foster Youth:

A. For English Learners: (1) Participation in DELAC process personally recruited by each site principal; (2) meetings held for Spanish-speaking parents at each site; (3) data presentation and plan posted on-line with parents invited to view/comment, and; (4) through a notice placed in the local newspaper (Coastal View News)

B. For parents of Economically Disadvantaged and Foster Youth: (1) Participation in the Parent Advisory Group process (personally recruited by each site principal; (2) meetings held for parents at each school site; (3) data presentation and plan posted on-line with parents invited to view/comment; (4) through a notice placed in the local newspaper (Coastal View News)

priorities), can not only look critically at how the District and its schools are effecting student success, but also (and more importantly) can take greater ownership in helping students succeed. Ownership leads to a heightened commitment and a broader sense of working as a team (staff, parents, community entities and the students themselves) toward clearly delineated goals.

- -Stakeholders will, going forward, be more involved in helping their school(s) develop Single Plans for Student Achievement. These plans will fully incorporate LCAP goals and processes, thus “elevating” the LCAP’s prominence as the definitive document to understand the District’s overall effectiveness.

Annual Update:

How have stakeholders been included in the LEA's process to allow for engagement in the development of the LCAP? Has their inclusion been timely?

Annual Update:

Based on the input of our stakeholders we have continued and refined our district goals to reflect the following:

Consultation and review of Carpinteria Unified School District achievement data and the LCAP with:

- Parents
- Staff
- Leadership team
- Local bargaining unit
- Pupils

Present for review and comment to:

- Meeting with parents of all schools
- Parent Advisory Committee (PAC)
- English Learner Advisory Committee (ELAC)

Opportunity for public input:

- Parent meetings
- Staff meetings
- Posted on district website
- Public hearing

Adoption of the LCAP:

- Submitted to SBCEO for approval
- Adopted concurrent with the district's budget

Information that was shared with the stakeholders was as follows:

Data was shared for all pupils and subgroups (English learners, economically disadvantaged, pupils with disabilities, Latino, white)

- A. THRIVE Carpinteria Success Pathway benchmarks and progress to date
- B. English language acquisition data (CELDT scores and reclassification rates)
- C. Course access data (AP, and honors enrollment)
- D. Parent involvement data
- E. Attendance data
- F. Graduation rate data
- G. Dropout data
- H. Suspension data
- I. School Climate Data from California Healthy Kids Survey

1. Continue to refine our curriculum, instruction, and assessment system to align with California State Standards and expand our efforts to provide coherent professional development on the use of those materials. In addition, we will expand our outreach and education efforts to parents about the California State Standards.

2. Provide high quality English Language Development for English learners based on continuous assessment cycles with instruments like CELDT and ADEPT (TK-5). Maintain our goal to reclassify English learners to Fluent English Proficient within 6 years in our system.

3. Include community and stakeholder input in the ongoing process of facilities and construction planning based on the voter-approved Measure U bond.

4. Continue to refine the implementation of the district-community Thrive initiative for a cradle to career pathway focused on college and career readiness.

5. Provide a range of student supports with the long-term goal of academic success including but not limited to : school-based counseling services, reading intervention teachers, after school programs, and math teachers on special assignment (TOSA) and consideration of an ELA TOSA.

6. Ensure the social/emotional well being of our students with the provision of school counselors, utilizing marriage and family therapists (MFT), utilizing positive behavioral support, and continuous self-study of culture and climate using the California Healthy Kids Survey (CHKS)

7. Expand family engagement opportunities at each site to provide a variety of ways for families to engage in school activities. In addition, continue to hold Parent Advisory Committee (PAC) meetings with the district superintendent.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	100% of teachers are appropriately credentialed and assigned	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 Local : Specify
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Identified Need : Teachers credentialed and assigned appropriately.

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: 100% of teachers are appropriately credentialed and assigned.
 Compliance with CTC audit, District annual review of course assignments, and quarterly Williams Act report.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Human resource review of all teacher assignments. 2) Recruit from a diverse pool of qualified candidates	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Recruitment costs 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: 100% of teachers are appropriately credentialed and assigned
 Compliance with CTC audit, District annual review of course assignments, and quarterly Williams Act report.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Human resource review of all teacher assignments. 2) Recruit from a diverse pool of qualified candidates	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Recruitment costs 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	100% of teachers are appropriately credentialed and assigned Compliance with CTC audit, District annual review of course assignments, and quarterly Williams Act report.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Human resource review of all teacher assignments. 2) Recruit from a diverse pool of qualified candidates	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Recruitment cost 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	All pupils have access to instructional materials aligned to California State Standards, including ELD Standards	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 Local : Specify
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Identified Need : Pupils have access to instructional materials aligned to state standards

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: By the end of 2015-16, all pupils in grades TK-12 will have access to aligned materials in ELA, ELD and math. Pilot K-8 math program
 Annual audit of classroom materials and Williams Act reports.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Review instructional materials to ensure alignment to California State Standard. 2) Search for instructional materials aligned to Next Generation Science Standards (NGSS) in grades TK-12. 3) Purchase additional aligned materials in ELA, ELD and math. 4) If state adopts standards in social science, begin alignment of current instructional materials to social science standards. 5) Pilot K-8 math program	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Expository Publications 4000-4999: Books And Supplies Base \$6,800 10th grade English language arts 4000-4999: Books And Supplies Base \$60,000 CHS Math 1, 2 and 3 4000-4999: Books And Supplies Base \$90,000 Educational technology programs (EdCaliber, DreamBox, KidBiz) 4000-4999: Books And Supplies Base \$41,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: By the end of 2016-17, all pupils in grades TK-12 will have access to instructional materials in ELA, ELD, math, science and social studies. Adopt and purchase K-8 math program. Pilot K-8 ELA program as available
Annual audit of classroom materials and Williams Act reports.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Review instructional materials to ensure alignment to California State Standards. 2) Purchase additional instructional materials in ELA, ELD and Math. 3) Purchase instructional materials for science in grades TK-12 4) Purchase social science standards instructional materials.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Expository Publications 4000-4999: Books And Supplies Base \$7,000 CMS Math 6, 7, 8 4000-4999: Books And Supplies Base \$90,000 Educational technology programs (EdCaliber, DreamBox, KidBiz) 4000-4999: Books And Supplies Base \$41,000 CHS Sciences 4000-4999: Books And Supplies Base \$30,000 CHS Social Studies 4000-4999: Books And Supplies Base \$45,000 K-8 math program 4000-4999: Books And Supplies Base \$150,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: By the end of 2017-18, all pupils in grades TK-12 will have access to instructional materials in ELA, ELD, math, science and social studies. Adopt and purchase K-8 ELA program if available
Annual audit of classroom materials and Williams Act reports.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Continue review of instructional materials to ensure alignment to state standards. 2) Purchase additional instructional materials as needed.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Expository publications 4000-4999: Books And Supplies Base \$7,000 Educational Technology programs 4000-4999: Books And Supplies Base \$41,000 CMS Science 4000-4999: Books And Supplies Base \$60,000 K-8 ELA program 4000-4999: Books And Supplies Base \$200,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	School facilities are well maintained		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 Local : Specify
Identified Need :	School facilities quality and maintenance.		
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Maintain at a high level with no formal complaints Williams Act reports; facilities department annual audit of all school facilities needs.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Director of Facilities to oversee both routine maintenance as well as Measure U bond expenditures. 2) District will engage architects and other consultants for facilities planning and construction over the next several years.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	General Obligation Bond - 2000-3000 Classified Salaries and Benefits 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$3,000,000 Maintenance and deferred maintenance - 2000-3000 Classified Salaries and Benefits 5000-5999: Services And Other Operating Expenditures Base \$755,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Maintain at a high level with no formal complaints. Williams Act reports; facilities department annual audit of all school facilities needs.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Director of Facilities to oversee both routine maintenance as well as Measure U bond expenditures. 2) Planning and construction will begin at all sites.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	General Obligation Bond - 2000-3000 Classified Salaries and Benefits 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$9,000,000 Maintenance and deferred maintenance - 2000-3000 Classified Salaries and Benefits 5000-5999: Services And Other Operating Expenditures Base \$755,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Maintain at a high level with no formal complaints. Williams Act reports; facilities department annual audit of all school facilities needs.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Director of Facilities to oversee both routine maintenance as well as Measure U bond expenditures. 2) Planning and construction will continue at all District sites.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	General Obligation Bond - 2000-3000 Classified Salary and Benefits 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$8,000,000 Maintenance and deferred maintenance - 2000-3000 Classified Salary and Benefits 5000-5999: Services And Other Operating Expenditures Base \$755,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Curriculum and instruction in TK-12 are aligned to the California State Standards. All pupils will take common formative and summative assessments in ELA and math	Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
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Identified Need :	Instruction and curriculum is aligned to California State Standards. Last year substantial progress was made in alignments of mathematics to the California state standards. Additional focus is needed in ELA, science and social studies.
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Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	By the end of 2015-16, all pupils in TK-12 will have common formative and summative assessments in ELA, math, science, and history-social science. Annual audit of classroom materials; Pupil performance on common formative assessments; Review/revise instruction and curriculum to improve alignment to state standards; Revise the common assessments to improve alignment to the state standards and CAASPP. An ELA/ELD advisory committee will be created to monitor and measure student progress.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Teachers continue to use Professional Learning Community structure to refine and implement common formative assessments in ELA and math. 2) Teachers are released from classroom assignment to refine common assessments and to analyze to inform practice. 3) Teachers compensated at hourly pay to refine curriculum, pacing calendars and common assessments during summer 2016. 4) Schools provide technology for efficient administration of CAASPP and other on-line assessments 5) Teachers provide students frequent opportunities to take on-line assessments that are similar in format to CAASPP. 6) Math teachers on special assignment (TOSAs) continue to provide ongoing support to all teachers, grades TK-12, in implementing state standards - this includes refinements to pacing calendars; identification of additional instructional materials; development of lessons/units; development and implementation of	District wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Math TOSAs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$187,000 Teacher release subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$21,000 Teacher summer planning work 1000-1999: Certificated Personnel Salaries Base \$32,000 Technology upgrades 4000-4999: Books And Supplies Base \$5,000 Special Education training and support 1000-1999: Certificated Personnel Salaries Special Education \$2,000 K-5 Writing chairperson stipends 1000-1999: Certificated Personnel Salaries Title II \$18,000 CMS and CHS writing scoring release days 1000-1999: Certificated Personnel Salaries Base \$4,600

<p>additional common assessments; analysis of common assessment results. 7) Teachers in grades 6-12 teaching science given planning time to learn and understand NGSS. 8) All IEP goals, as appropriate, are aligned to the state standards. 9) Site administrators do weekly classroom observations to monitor instruction, use of curriculum and assessment as they relate to state standards</p>			
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>By the end of 2016-17, all pupils in TK-12 will have common formative and summative assessments in ELA, math, science, and history-social science. Annual audit of classroom materials; Pupil performance on common formative assessments; Review/revise instruction and curriculum to improve alignment to state standards; Revise the common assessments to improve alignment to the state standards and CAASPP. An ELA/ELD advisory committee will be created to monitor and measure student progress.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1) Teachers continue to use Professional Learning Community structure to refine and implement common formative assessments in ELA and math. 2) Teachers are released from classroom assignment to refine common assessments and to analyze results to inform practice. 3) Teachers compensated at hourly pay to refine curriculum, pacing calendars and common assessments during summer 2017. 4) Schools provide technology for efficient administration of CAASPP and other on-line assessments 5) Teachers provide students frequent opportunities to take on-line assessments that are similar in format to CAASPP. 6) Teachers in grades 6-12 teaching science provided planning time to create common formative and summative assessments for the NGSS. 7) Teachers provided planning time to begin assessment of state adopted social science standards-alignment of current instructional materials, curriculum and pacing calendar.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher release subs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$21,000 Teacher summer planning work 1000-1999: Certificated Personnel Salaries Base \$32,000 Technology upgrades 4000-4999: Books And Supplies Base \$5,000 K-5 Writing chairperson stipends 1000-1999: Certificated Personnel Salaries Title II \$18,000 CMS and CHS writing scoring release days 1000-1999: Certificated Personnel Salaries Base \$4,600 ELA TOSAs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$190,000</p>

<p>8) All IEP goals, as appropriate, are aligned to the state standards. 9) Hire an elementary and secondary TOSA for ELA professional development and instructional support 10) Site administrators do weekly classroom observations to monitor instruction, use of curriculum and assessment as they relate to state standards</p>			
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>By the end of 2015-16, all pupils in TK-12 will have common formative and summative assessments in ELA, math, science, and history-social science. Annual audit of classroom materials; Pupil performance on common formative assessments; Review/revise instruction and curriculum to improve alignment to state standards; Revise the common assessments to improve alignment to the state standards and CAASPP. An ELA/ELD advisory committee will be created to monitor and measure student progress.</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>1) Teachers continue to use Professional Learning Community structure to refine and implement common formative assessments in ELA and math. 2) Teachers are released from classroom assignment to refine common assessments and to analyze results to inform practice. 3) Teachers compensated at hourly pay to refine curriculum, pacing calendars and common assessments during summer 2018. 4) District/Schools provide technology for efficient administration of CAASPP and other on-line assessments 5) Teachers provide students frequent opportunities to take on-line assessments that are similar in format to CAASPP. 6) Teachers in grades 6-12 teaching science provided planning time to create common formative and summative assessments for the NGSS. 7) Teachers provided planning time to begin assessment of state adopted social science standards-alignment of current instructional materials, curriculum and pacing calendar. 8) All IEP goals, as appropriate, are aligned to the state standards.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher release subs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$21,000 Teacher summer planning work 2000-2999: Classified Personnel Salaries Base \$32,000 Technology upgrades 4000-4999: Books And Supplies Base \$5,000 Special Education training and support 1000-1999: Certificated Personnel Salaries Special Education \$2,000 K-5 writing chairperson stipends 1000-1999: Certificated Personnel Salaries Title II \$18,000 CMS and CHS writing scoring release days 1000-1999: Certificated Personnel Salaries Base \$4,600 ELA TOSAs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$190,000</p>

9) Hire an elementary and secondary TOSA for ELA professional development and instructional support 10) Site administrators do weekly classroom observations to monitor instruction, use of curriculum and assessment as they relate to state standards			
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	All English Learners will receive curriculum and instruction that includes explicit and integrated English language development standards.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 Local : Specify
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Identified Need :	For English Learners, all instruction and curriculum includes English language development.
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Goal Applies to:	Schools: ALL - Some of the actions/services listed below apply to specific school sites as stated.
Applicable Pupil Subgroups:	English Learners (EL)

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	80% of ELs will grow at least one level on CELDT per year of school. CELDT and CAASPP assessment for ELA
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Reading intervention at elementary and secondary schools. 2) Elementary and secondary instructional assistants to facilitate small group intervention. 3) English learners not meeting grade level standards are enrolled in Read 180, System 44 and/or English 3D or additional reading intervention support at Aliso, Canalino, CMS and CHS. At Summerland and Family School, struggling readers receive teacher-directed reading intervention from a teacher or instructional assistant using primary or supplemental ELA materials. 4) Academic Vocabulary Toolkit in grades 3-6 for instruction. 5) Implementation of Academic Discussion Routine in every classroom, K-12. 6) After School Programs enroll English learners and effectively support English learners by facilitating the use of appropriate content-based learning materials, opportunities, and strategies. After School programs utilize ELD strategies that are responsive to student needs. (Aliso, Canalino, CMS and CHS) 7) Principals ensure that all EL students are	District wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CELDT Administration 1000-1999: Certificated Personnel Salaries Title III \$10,600 ADEPT Administration (teacher release time) 1000-1999: Certificated Personnel Salaries Title III \$9,800 Read 180 and System 44 materials 4000-4999: Books And Supplies Supplemental and Concentration \$3,100 Intervention teachers (elementary) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$136,000 Instructional assistants (elementary and secondary) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$382,000 Read 180, English 3D and System 44 staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$132,000 Academic Vocabulary Toolkit 4000-4999: Books And Supplies Supplemental and Concentration \$18,000

<p>administered the CELDT and the more specific ADEPT test to inform instruction (ADEPT is used at Aliso and Canalino only). 8) Principals and teacher teams design and implement ELD instruction based ADEPT results at Aliso and Canlino. 9) Early Childhood Education programs actively enroll and support dual language learners with small group instruction; dual language classrooms or individual support; and bilingual parent education.</p>			<p>Intervention periods at CMS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$107,000 State Preschool 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,500</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>80% of ELs will grow at least one level on CELDT per year of school. CELDT and CAASPP assessment for ELA</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1) Reading intervention at elementary and secondary schools. 2) Elementary and secondary instructional assistants to facilitate small group intervention. 3) English learners not meeting grade level standards are enrolled in Read 180, System 44 and/or English 3D or additional reading intervention support at Aliso, Canalino, CMS and CHS. At Summerland and Family School, struggling readers receive teacher-directed reading intervention from a teacher or instructional assistant using primary or supplemental ELA materials. 4) Academic Vocabulary Toolkit in grades 3-6 for instruction. 5) Implementation of Academic Discussion Routine in every classroom, K-12. 6) After School Programs enroll English learners and effectively support English learners by facilitating the use of appropriate content-based learning materials, opportunities, and strategies. After School programs utilize ELD strategies that are responsive to student needs. (Aliso, Canalino, CMS and CHS) 7) Principals ensure that all EL students are administered the CELDT and the more specific ADEPT test to inform instruction (ADEPT is used at Aliso and</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>CELDT Administration 1000-1999: Certificated Personnel Salaries Title III \$10,600 ADEPT Administration (teacher release time) 1000-1999: Certificated Personnel Salaries Title III \$9,800 Read 180 and System 44 materials 4000-4999: Books And Supplies Supplemental and Concentration \$3,100 Intervention teachers (elementary) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$140,000 Instructional assistants (elementary and secondary) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$393,000 Read 180, English 3D and System 44 staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$136,000 Academic Vocabulary Toolkit 4000-4999: Books And Supplies Supplemental and Concentration \$18,000 Intervention periods at CMS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$110,210</p>

<p>Canalino only). 8) Principals and teacher teams design and implement ELD instruction based ADEPT results at Aliso and Canlino. 9) Early Childhood Education programs actively enroll and support dual language learners with small group instruction; dual language classrooms or individual support; and bilingual parent education.</p>			<p>State Preschool 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,500</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>80% of ELs will grow at least one level on CELDT per year of school. CELDT and CAASPP assessment for ELA</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>1) Reading intervention at elementary and secondary schools. 2) Elementary and secondary instructional assistants to facilitate small group intervention. 3) English learners not meeting grade level standards are enrolled in Read 180, System 44 and/or English 3D or additional reading intervention support at Aliso, Canalino, CMS and CHS. At Summerland and Family School, struggling readers receive teacher-directed reading intervention from a teacher or instructional assistant using primary or supplemental ELA materials. 4) Academic Vocabulary Toolkit in grades 3-6 for instruction. 5) Implementation of Academic Discussion Routine in every classroom, K-12. 6) After School Programs enroll English learners and effectively support English learners by facilitating the use of appropriate content-based learning materials, opportunities, and strategies. After School programs utilize ELD strategies that are responsive to student needs. (Aliso, Canalino, CMS and CHS) 7) Principals ensure that all EL students are administered the CELDT and the more specific ADEPT test to inform instruction (ADEPT is used at Aliso and Canalino only). 8) Principals and teacher teams design and implement</p>	<p>District wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>CELDT Administration 1000-1999: Certificated Personnel Salaries Title III \$10,600 ADEPT Administration 1000-1999: Certificated Personnel Salaries Title III \$9,800 Read 180 and System 44 materials 4000-4999: Books And Supplies Supplemental and Concentration \$3,100 Read 180, English 3D and System 44 staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$144,000 Intervention teachers (elementary) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$155,857 Instructional assistants (elementary and secondary) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$395,000 Academic Vocabulary Toolkit 4000-4999: Books And Supplies Supplemental and Concentration \$18,000 Intervention classes at CMS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$112,000 State Preschool 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,500</p>

ELD instruction based ADEPT results at Aliso and Canlino. 9) Early Childhood Education programs actively enroll and support dual language learners with small group instruction; dual language classrooms or individual support; and bilingual parent education.			
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	All pupils will graduate from high school college and career ready.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 Local : Specify
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Identified Need :	Increase the percentage of students enrolled in Carpinteria High School AP/Honors and dual enrollment courses. Pupil enrollment in AP honors and dual enrollment courses reflects the pupil demographics of the district. Course enrollment data. District demographic data. Percentage of pupils scoring 3 or better on AP exams.
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Goal Applies to:	Schools: Carpinteria High School and Carpinteria Middle School
Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	5% increase in pupils meeting (a-g) requirements. 5% increase in enrollment in AP/honors and dual enrollment courses. 10% increase in pupils scoring 3 or better on AP exams. Maintain or increase percentage of students successfully completing EAP and CTE programs. All pupils complete 10 year plans; Guidance counselors monitors each pupil's schedule; Annual District data collection on (a-g) course completion and UC/CSU eligibility; Course enrollment data; District demographic data; AP, EAP and CTE data reported to the state.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Parent Workshops at each grade level. 2) Summer classes for students and parents geared toward 12th grade preparation. 3) College field trips 4) College-going activities, K-8 5) AVID classes at CMS and CHS 6) Parent literacy classes at CHS through the After School Program	CHS and CMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	College Counseling: Early Academic Outreach Program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000 Guidance Counselors - EPA 1000-1999: Certificated Personnel Salaries \$306,000 Summer classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000 College field trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,000 College-going activities 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000 AVID classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$430,000

			Parent literacy classes 5800: Professional/Consulting Services And Operating Expenditures After School Education and Safety (ASES) \$20,000
1) Gifted and Talented Education Program (GATE) screening of all second grade students: apply differentiated GATE criteria for EL qualification. 2) Provide professional development in differentiated instruction via GATE coordinator. 3) CHS will create an action plan to place more students in honors and AP courses. 4) Guidance counselors "push" students into AP/honors/dual enrollment courses and monitor progress.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	GATE online testing for all grade 2 students 5000-5999: Services And Other Operating Expenditures Base \$1,800 Professional development in differentiated instruction (release time) 1000-1999: Certificated Personnel Salaries Base \$4,500 Guidance Counselors - EPA 1000-1999: Certificated Personnel Salaries \$306,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	5% increase in pupils meeting (a-g) requirements. 5% increase in enrollment in AP/honors and dual enrollment courses. 10% increase in pupils scoring 3 or better on AP exams. Maintain or increase percentage of students successfully completing EAP and CTE programs. All pupils complete 10 year plans; Guidance counselors monitors each pupil's schedule; Annual District data collection on (a-g) course completion and UC/CSU eligibility; Course enrollment data; District demographic data; AP, EAP and CTE data reported to the state.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Parent Workshops at each grade level. 2) Summer classes for students and parents geared toward 12th grade preparation. 3) College field trips 4) College-going activities, K-8 5) AVID classes at CMS and CHS 6) Parent literacy classes at CHS through the After School Program	CHS and CMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	College Counseling: Early Academic Outreach Program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000 Guidance counselors - EPA 1000-1999: Certificated Personnel Salaries \$315,000 Summer classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000 College field trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,000 College-going activities 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000 AVID classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$443,000

			Parent literacy classes 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$20,000
1) Gifted and Talented Education Program (GATE) screening of all second grade students: apply differentiated GATE criteria for EL qualification. 2) Provide professional development in differentiated instruction via GATE coordinator. 3) CHS will create an action plan to place more students in honors and AP courses. 4) Guidance counselors "push" students into AP/honors/dual enrollment courses and monitor progress.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	GATE online testing for all grade 2 students 5000-5999: Services And Other Operating Expenditures Base \$2,000 Professional development in differentiated instruction (release time) 1000-1999: Certificated Personnel Salaries Base \$4,500 Guidance counselors - EPA 1000-1999: Certificated Personnel Salaries \$315,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	5% increase in pupils meeting (a-g) requirements. 5% increase in enrollment in AP/honors and dual enrollment courses. 10% increase in pupils scoring 3 or better on AP exams. Maintain or increase percentage of students successfully completing EAP and CTE programs. All pupils complete 10 year plans; Guidance counselors monitors each pupil's schedule; Annual District data collection on (a-g) course completion and UC/CSU eligibility; Course enrollment data; District demographic data; AP, EAP and CTE data reported to the state.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Parent Workshops at each grade level. 2) Summer classes for students and parents geared toward 12th grade preparation. 3) College field trips 4) College-going activities, K-8 5) AVID classes at CMS and CHS 6) Parent literacy classes at CHS through the After School Program	CHS and CMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	College Counseling: Early Academic Outreach Program 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000 Guidance counselors - EPA 1000-1999: Certificated Personnel Salaries \$324,000 Summer classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000 College field trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,000 College-going activities 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000 AVID classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$456,000

			Parent literacy classes 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$20,000
1) Gifted and Talented Education Program (GATE) screening of all second grade students: apply differentiated GATE criteria for EL qualification. 2) Provide professional development in differentiated instruction via GATE coordinator. 3) CHS will create an action plan to place more students in honors and AP courses. 4) Guidance counselors "push" students into AP/honors/dual enrollment courses and monitor progress.	District wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	GATE online testing for all grade 2 students 5000-5999: Services And Other Operating Expenditures Base \$2,000 Professional development in differentiated instruction (release time) 1000-1999: Certificated Personnel Salaries Base \$4,500 Guidance counselors - EPA 1000-1999: Certificated Personnel Salaries \$324,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:	All pupils achieve at or above grade level in ELA and math. Incoming kindergartners will be "ready" for kindergarten. (THRIVE Carpinteria goal) All grade 3 pupils are proficient in ELA and math (THRIVE Carpinteria goal) All grade 6 pupils are proficient in ELA and math (THRIVE Carpinteria goal) All grade 9 pupils will be proficient in Math 1, which includes algebra standards (THRIVE Carpinteria goal)	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
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Identified Need : Pupils achieve at or above grade level in ELA and math.

Goal Applies to: Schools: All. Incoming kindergartners goal applies to Carpinteria Children's Project; 3rd grade goal applies to all elementary schools; 6th grade goal applies to Carpinteria Middle School; 9th grade goal applies to Carpinteria High School.

Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: 5% increase in number of pupils achieving at or above grade level in ELA and math; 40% of incoming kindergartners will be assessed "ready to go" on the KSEP; 2.5% increase in number of students achieving proficiency in Math 1.

CAASPP; District common formative and summative assessments; Kindergarten Student Entrance Profile (KSEP)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) All principals ensure that all TK-12 teachers deliver effective state standards aligned instruction in ELA and math. 2) Teacher teams and principals, using the Professional Learning Communities (PLC) process, monitor pupil achievement and intervene to bring all pupils to grade level proficiency. 3) Continue response to intervention to immediately address gaps in student achievement. 4) At the high school, all pupils are enrolled in an extended learning class where they can obtain additional support from teachers. 5) At the middle school, students who need additional support are enrolled in academic support classes. 6) After School Program will provide support to students not meeting grade level standards.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Response to intervention assessment tools for progress monitoring and universal screening 4000-4999: Books And Supplies Supplemental and Concentration \$6,000 Reading intervention teachers (elementary) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$136,000 Extended Learning class (high school) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$378,000 Support classes (middle school) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$91,000 After School Program at Canalino, Aliso and CMS 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$534,000 After School Program at CHS - 21st Century Community Learning Centers 2000-2999: Classified Personnel Salaries Federal Funds \$200,000
INCOMING KINDERGARTNERS: 1) Screen children 0 - 5 for health and developmental	CCP	<input checked="" type="checkbox"/> All OR:	Funded by private donations, grants, and fees - 1000-5000 Locally Defined 1.75M

<p>concerns 2) Provide parent education and support 3) Provide referrals and linkages to services including those for basic needs, counseling, and special education 4) Provide case management to parents with greater needs 5) Provide early childhood education</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>State Preschool 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,500</p>
<p>GRADE 3: 1) Continued alignment of Coherent Writing Program with state standards for writing. 2) Universal screening of all third grade students in reading fluency and comprehension. 3) Provide targeted intervention for third grade students not meeting reading standards.</p>	<p>Elementary Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Writing professional development 5800: Professional/Consulting Services And Operating Expenditures Title II \$10,000 Writing Program (stipends and materials) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000 Universal Screening of students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,600 Reading intervention teachers (elementary) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$136,000</p>
<p>GRADE 6: 1) Struggling readers enroll in Read 180</p>	<p>Middle School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Read 180 staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$132,000</p>
<p>GRADE 9: 1) Continue professional development in student engagement, assessment and lesson design, and peer coaching, refining lessons, pacing guides, and assessments based on a review of student performance.</p>	<p>High Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional development 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	5% increase in number of pupils achieving at or above grade level in ELA and math; 40% of incoming kindergartners will be assessed "ready to go" on the KSEP; 2.5% increase in number of students achieving proficiency in Math 1. CAASPP; District common formative and summative assessments; Kindergarten Student Entrance Profile (KSEP)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1) All principals ensure that all TK-12 teachers deliver effective state standards aligned instruction in ELA and math.</p> <p>2) Teacher teams and principals, using the Professional Learning Communities (PLC) process, monitor pupil achievement and intervene to bring all pupils to grade level proficiency.</p> <p>3) Continue response to intervention to immediately address gaps in student achievement.</p> <p>4) At the high school, all pupils are enrolled in an extended learning class where they can obtain additional support from teachers.</p> <p>5) At the middle school, students who need additional support are enrolled in academic support classes.</p> <p>6) After School Program will provide support to students not meeting grade level standards.</p>	District wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Response to intervention assessment tools for progress monitoring and universal screening 4000-4999: Books And Supplies Supplemental and Concentration \$6,000</p> <p>Reading intervention teachers (elementary) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$140,000</p> <p>Extended Learning class (high school) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$389,000</p> <p>Support classes (middle school) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$94,000</p> <p>After School Program at Canalino, Aliso and CMS 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$534,000</p> <p>After School Program at CHS - 21st Century Community Learning Centers 2000-2999: Classified Personnel Salaries Federal Funds \$200.00</p>
<p>INCOMING KINDERGARTNERS:</p> <p>1) Screen children 0 - 5 for health and developmental concerns.</p> <p>2) Provide parent education and support.</p> <p>3) Provide referrals and linkages to services including those for basic needs, counseling, and special education.</p> <p>4) Provide case management to parents with greater needs.</p> <p>5) Provide early childhood education.</p>	CCP	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funded by private donations, grants, and fees - 1000-5000 Locally Defined 1.75M</p> <p>State Preschool 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,500</p>
<p>GRADE 3:</p> <p>1) Continued alignment of Coherent Writing Program with state standards for writing.</p> <p>2) Universal screening of all third grade students in</p>	Elementary Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	<p>Writing professional development 5800: Professional/Consulting Services And Operating Expenditures Title II \$10,000</p>

<p>reading fluency and comprehension. 3) Provide targeted intervention for third grade students not meeting reading standards.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Writing Program (stipends and materials) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000 Universal Screening of students 4000-4999: Books And Supplies Supplemental and Concentration \$6,000 Reading intervention teachers (elementary) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$140,000</p>
<p>GRADE 6: 1) Struggling readers enroll in Read 180</p>	<p>Middle School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Read 180 staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$136,000</p>
<p>GRADE 9: 1) Continue professional development in student engagement, assessment and lesson design, and peer coaching, refining lessons, pacing guides, and assessments based on a review of student performance.</p>	<p>High Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional development 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>5% increase in number of pupils achieving at or above grade level in ELA and math; 40% of incoming kindergartners will be assessed "ready to go" on the KSEP; 2.5% increase in number of students achieving proficiency in Math 1. CAASPP; District common formative and summative assessments; Kindergarten Student Entrance Profile (KSEP)</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1) All principals ensure that all TK-12 teachers deliver effective state standards aligned instruction in ELA and math. 2) Teacher teams and principals, using the Professional</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Response to intervention assessment tools for progress monitoring and universal screening 4000-4999: Books And Supplies Supplemental and Concentration \$6,000</p>

<p>Learning Communities (PLC) process, monitor pupil achievement and intervene to bring all pupils to grade level proficiency. 3) Continue response to intervention to immediately address gaps in student achievement. 4) At the high school, all pupils are enrolled in an extended learning class where they can obtain additional support from teachers. 5) At the middle school, students who need additional support are enrolled in academic support classes. 6) After School Program will provide support to students not meeting grade level standards.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Reading intervention teachers (elementary) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$144,000 Extended Learning class (high school) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$401,000 Support classes (middle school) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$97,000 After School Program at Canalino, Aliso and CMS 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$534,000 After School Program at CHS - 21st Century Community Learning Centers 2000-2999: Classified Personnel Salaries Federal Funds \$200,000</p>
<p>INCOMING KINDERGARTNERS: 1) Screen children 0 - 5 for health and developmental concerns. 2) Provide parent education and support. 3) Provide referrals and linkages to services including those for basic needs, counseling, and special education. 4) Provide case management to parents with greater needs. 5) Provide early childhood education.</p>	<p>CCP</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funded by private donations, grants, and fees - 1000-5000 Locally Defined 1.75M State Preschool 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,500</p>
<p>GRADE 3: 1) Continued alignment of Coherent Writing Program with state standards for writing. 2) Universal screening of all third grade students in reading fluency and comprehension. 3) Provide targeted intervention for third grade students not meeting reading standards.</p>	<p>Elementary Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Writing professional development 5800: Professional/Consulting Services And Operating Expenditures Title II \$10,000 Writing Program (stipends and materials) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000 Universal screening for students 4000-4999: Books And Supplies Supplemental and Concentration \$6,000 Reading intervention teachers (elementary) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$144,000</p>
<p>GRADE 6: 1) Struggling readers enroll in Read 180</p>	<p>Carpinteria Middle School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Read 180 staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$140,000</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
GRADE 9: 1) Continue professional development in student engagement, assessment and lesson design, and peer coaching, refining lessons, pacing guides, and assessments based on a review of student performance.	High Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional development 5800: Professional/Consulting Services And Operating Expenditures Base \$10.000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:	All English learners (EL) are reclassified fluent English proficient (RFEP) within 6 years of instruction while enrolled in the District.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 Local : Specify
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Identified Need : English learners are reclassified English proficient within 6 years.

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: 5% increase in reclassification of EL pupils
 CELDT, CAASPP, Local Assessments

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Academic Vocabulary Toolkit in grades 3-6 for instruction 2) Continue to focus on promoting academic discussion routines in every classroom K-12. Principals continue to monitor daily implementation.	District wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Academic Vocabulary Toolkit 4000-4999: Books And Supplies Supplemental and Concentration \$18,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: 5% increase in reclassification of EL pupils
 CELDT, CAASPP, Local Assessments

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Academic Vocabulary Toolkit in grades 3-6 for instruction 2) Continue to focus on promoting academic discussion routines in every classroom K-12. Principals continue to monitor daily implementation.	District wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Academic Vocabulary Toolkit 4000-4999: Books And Supplies Supplemental and Concentration \$18,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	5% increase in reclassification of EL pupils CELDT, CAASPP, Local Assessments		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Academic Vocabulary Toolkit in grades 3-6 for instruction 2) Continue to focus on promoting academic discussion routines in every classroom K-12. Principals continue to monitor daily implementation.	District wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Academic Vocabulary Toolkit 4000-4999: Books And Supplies Supplemental and Concentration \$18,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 9:	All pupils are physically fit.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 Local : Specify
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Identified Need :	Pupils are physically fit.		
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	5% increase in pupils meeting fitness threshold. Physical Fitness Test		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Utilize elementary PE specialists and teachers to ensure required PE instructional minutes for all students. 2) Continue Physical Education programs at CHS and CMS 3) Continue implementing District Health and Wellness Plan, including Garden Education Manager (GEM Program) at selected school sites. 4) After-school programs will offer fitness activities.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Elementary PE Specialists 2000-2999: Classified Personnel Salaries Base \$37,000 PE programs at CHS and CMS 1000-1999: Certificated Personnel Salaries Base \$306,000 District Health and Wellness Plan 1000-1999: Certificated Personnel Salaries Base \$2,000 GEM Program - LCFF, Parent Funds 5800: Professional/Consulting Services And Operating Expenditures Base \$26,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	5% increase in pupils meeting fitness threshold. Physical Fitness Test		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Utilize elementary PE specialists and teachers to ensure required PE instructional minutes for all students. 2) Continue Physical Education programs at CHS and CMS	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Elementary PE Specialists 2000-2999: Classified Personnel Salaries Base \$38,000

<p>3) Continue implementing District Health and Wellness Plan, including Garden Education Manager (GEM Program) at selected school sites. 4) After-school programs will offer fitness activities.</p>		<p>_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>PE Programs at CHS and CMS 1000-1999: Certificated Personnel Salaries Base \$315,000 District Health and Wellness Plan 1000-1999: Certificated Personnel Salaries Base \$2,000 GEM Program 5800: Professional/Consulting Services And Operating Expenditures Base \$26,000</p>
<p>LCAP Year 3: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>5% increase in pupils meeting fitness threshold. Physical Fitness Test</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1) Utilize elementary PE specialists and teachers to ensure required PE instructional minutes for all students. 2) Continue Physical Education programs at CHS and CMS 3) Continue implementing District Health and Wellness Plan, including Garden Education Manager (GEM Program) at selected school sites. 4) After-school programs will offer fitness activities.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Elementary PE Specialists 2000-2999: Classified Personnel Salaries Base \$39,000 PE programs at CHS and CMS 1000-1999: Certificated Personnel Salaries Base \$324,000 District Health and Wellness Plan 1000-1999: Certificated Personnel Salaries Base \$2,000 GEM Program 5800: Professional/Consulting Services And Operating Expenditures Base \$26,000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 10:	Parents participate in a variety of ways to improve pupil achievement, pupil engagement and school climate		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
Identified Need :	Parents participate in planning and implementing processes and activities that improve pupil achievement, pupil engagement, and school climate		
Goal Applies to:	Schools:	ALL ----- Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Increase participation in support groups by 5%; Increase the number of volunteers by 5%; At least 90% attendance at fall and spring conferences (K-5) Number of parent members in parent support groups; school site councils and English learner advisory committees; number of school volunteers; percent parent attendance at (K-5) fall and spring conferences.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Increase parent participation that reflects the demographics of the district and individual schools. 2) At elementary schools, teachers and principals encourage and remind all parents to attend both fall and spring student conferences 3) Schools set volunteer goals and document participation annually. 4) Children's Project provides parent leadership and parent education programs, for example, Road to University, that empower families to be involved in their child's schools and education.	District wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Increase participation in support groups by 5%; Increase the number of volunteers by 5%; At least 90% attendance at fall and spring conferences (K-5)
 Number of parent members in parent support groups; school site councils and English learner advisory committees; number of school volunteers; percent parent attendance at (K-5) fall and spring conferences.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Increase parent participation that reflects the demographics of the district and individual schools. 2) At elementary schools, teachers and principals encourage and remind all parents to attend both fall and spring student conferences 3) Schools set volunteer goals and document participation annually. 4) Children's Project provides parent leadership and parent education programs, for example, Road to University, that empower families to be involved in their child's schools and education.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: Increase participation in support groups by 5%; Increase the number of volunteers by 5%; At least 90% attendance at fall and spring conferences (K-5)
 Number of parent members in parent support groups; school site councils and English learner advisory committees; number of school volunteers; percent parent attendance at (K-5) fall and spring conferences.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Increase parent participation that reflects the demographics of the district and individual schools. 2) At elementary schools, teachers and principals encourage and remind all parents to attend both fall and spring student conferences 3) Schools set volunteer goals and document participation annually. 4) Children's Project provides parent leadership and parent education programs, for example, Road to University, that empower families to be involved in their	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

child's schools and education.			
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 11:	Support school engagement and attendance for all pupils.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
Identified Need : Attain at least 98% average daily attendance. Reduce truancy rate to 15% or less.			
Goal Applies to: Schools: ALL Applicable Pupil Subgroups: ALL			
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes: 0.25% increase in average daily attendance. 0.25% decrease in truancy at all schools. Decrease chronic absenteeism from 2014-15 baseline of 6.5%. Monthly and annual attendance reports, data reported in CALPADS.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Each school site will continue to evaluate reasons for tardiness and absenteeism and refine and implement an action plan to increase attendance. 2) Site administration will review monthly and annual attendance reports and make adjustments to their action plan. 3) Revise District policy to reduce number of days student is absent (illness) before requiring doctor note. 4) Continue implementing county truancy program. 5) Staff will utilize positive behavior intervention and support model to increase pupil connectedness to school. 6) Staff will encourage families to not take vacations while school is in session. 7) At high school level, students with trancies in excess of 80 class periods may be transferred to either Rincon Continuation or Foothill Alternative schools where intensive attendance monitoring and interventions are implemented. 8) Adhere to Board policy on chronic absenteeism.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Rincon and Foothill High Schools budget 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$540,000
		<input type="checkbox"/> All OR:	

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	0.25% increase in average daily attendance. 0.25% decrease in truancy at all schools. Decrease chronic absenteeism from 2014-15 baseline of 6.5%. Monthly and annual attendance reports, data reported in CALPADS.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Each school site will continue to evaluate reasons for tardiness and absenteeism and refine and implement an action plan to increase attendance. 2) Site administration will review monthly and annual attendance reports and make adjustments to their action plan. 3) Revise District policy to reduce number of days students is absent (illness) before requiring doctor note. 4) Continue implementing county truancy program. 5) Staff will utilize positive behavior intervention and support model to increase pupil connectedness to school. 6) Staff will encourage families to not take vacations while school is in session. 7) At high school level, students with trancies in excess of 80 class periods may be transferred to either Rincon Continuation or Foothill Alternative schools where intensive attendance monitoring and interventions are implemented. 8) Adhere to Board policy on chronic absenteeism.	District wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Rincon and Foothill High Schools budget 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$556,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	0.25% increase in average daily attendance. 0.25% decrease in truancy at all schools. Decrease chronic absenteeism from 2014-15 baseline of 6.5%. Monthly and annual attendance reports, data reported in CALPADS.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Each school site will continue to evaluate reasons for tardiness and absenteeism and refine and implement an action plan to increase attendance. 2) Site administration will review monthly and annual attendance reports and make adjustments to their action plan. 3) Revise District policy to reduce number of days students is absent (illness) before requiring doctor note. 4) Continue implementing county truancy program. 5) Staff will utilize positive behavior intervention and support model to increase pupil connectedness to school. 6) Staff will encourage families to not take vacations while school is in session. 7) At high school level, students with truanancies in excess of 80 class periods may be transferred to either Rincon Continuation or Foothill Alternative schools where intensive attendance monitoring and interventions are implemented. 8) Adhere to Board policy on chronic absenteeism.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Rincon and Foothill High Schools budget 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$573,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 12:	Increase graduation rate to at least 95%. Reduce dropout rate to 1% or less.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
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Identified Need : Increase graduation rates and reduce dropout rates.

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase graduation rate by at least 1%. Decrease CHS dropout rate by at least 0.25%. Maintain CMS dropout rate at below 1%. Graduation and dropout rates reported in CALPADS
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Intervene with pupils at risk of dropping out (parent conferences, therapeutic counseling, guidance counseling); closely monitor. 2) Assign, as needed, to Rincon or Foothill Continuation High Schools to ensure graduation. 3) For pupils who leave Carpinteria High School, counselors conduct exit interviews to establish where the pupil is enrolling so that CALPADS can account for the change.	Secondary Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Rincon and Foothill Continuation High Schools budget 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$540,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase graduation rate by at least 1%. Decrease CHS dropout rate by at least 0.25%. Maintain CMS dropout rate at below 1%. Graduation and dropout rates reported in CALPADS
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Intervene with pupils at risk of dropping out (parent conferences, therapeutic counseling, guidance counseling); closely monitor. 2) Assign, as needed, to Rincon or Foothill Continuation High Schools to ensure graduation.	Secondary Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Rincon and Foothill Continuation High Schools budget 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$556,000

<p>3) For pupils who leave Carpinteria High School, counselors conduct exit interviews to establish where the pupil is enrolling so that CALPADS can account for the change.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>LCAP Year 3: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase graduation rate by at least 1%. Decrease CHS dropout rate by at least 0.25%. Maintain CMS dropout rate at below 1%. Graduation and dropout rates reported in CALPADS</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1) Intervene with pupils at risk of dropping out (parent conferences, therapeutic counseling, guidance counseling); closely monitor. 2) Assign, as needed, to Rincon or Foothill Continuation High Schools to ensure graduation. 3) For pupils who leave Carpinteria High School, counselors conduct exit interviews to establish where the pupil is enrolling so that CALPADS can account for the change.</p>	<p>District wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Rincon and Foothill High Schools budget 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$573,000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 13:	Reduce District suspension rate to 3% or lower Reduce District expulsion rate to .20% or less		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <u>X</u> 7 _ 8 COE only: 9 _ 10 Local : Specify
Identified Need :	Reduce District suspension rate to 3% or lower Reduce District expulsion rate to .20% or less		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	ALL
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Reduce suspension rate to 3.5% or lower. Reduce District expulsion rate to .20% or less Pupil suspension and expulsion rates reported in CALPADS		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Provide mental health therapists and school counselors at elementary and secondary campuses. 2) Utilize Positive Behavioral Intervention Support (PBIS) strategies at all schools. 3) Review/refine discipline policy to include student and parent referral support services. 4) Youth Service Specialist at CHS.	District wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	START Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$24,000 Therapeutic Counselors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$208,000 Guidance Counselors 1000-1999: Certificated Personnel Salaries Base \$297,000 YSS Counselor 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$8,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Reduce suspension rate to 3% or lower. Reduce District expulsion rate to .20% or less.
Pupil suspension rates reported in CALPADS

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Provide mental health therapists and school counselors at elementary and secondary campuses. 2) Utilize Positive Behavioral Intervention Support (PBIS) strategies at all schools.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	START Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$24,000 Therapeutic Counselors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$214,000 Guidance Counselors 1000-1999: Certificated Personnel Salaries Base \$306,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: Reduce suspension rate to 3% or lower. Reduce District expulsion rate to .20% or less.
Pupil suspension rates reported in CALPADS

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Provide mental health therapists and school counselors at elementary and secondary campuses. 2) Utilize Positive Behavioral Intervention Support (PBIS) strategies at all schools.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	START Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$28,000 Therapeutic Counselors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$220,000 Guidance Counselors 1000-1999: Certificated Personnel Salaries Base 315,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 14:	Increase percentage of pupils reporting a high level of "school connectedness" to 70% or higher. Increase percentage of pupils reporting a feeling of "safe or very safe" at school to 80% or higher.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <u>X</u> 7 _ 8 COE only: 9 _ 10 Local : Specify	
Identified Need : "School Connectedness" and "Sense of Safety" of pupils, staff and parents.			
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Attain at least 68% of pupils reporting a high sense of "school connectedness". Attain at least 75% of pupils reporting a feeling of "safe or very safe" at school. California Healthy Kids Survey (CHKS)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Provide mental health therapists, school counselors at elementary and secondary campuses 2) Utilize Positive Behavioral Intervention Support (PBIS) strategies at all schools. 3) Provide Where Everyone Belongs (WEB) at 6th grade and Link Crew at 9th grades. 4) Continue School-wide community building activities.	District wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	START Counselors 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$24,000 Guidance Counselors 1000-1999: Certificated Personnel Salaries Base \$297,000 CHKS administration costs (includes school level reports and SPSS file) - LCFF 4000-4999: Books And Supplies Supplemental and Concentration \$1,325

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Attain at least 70% of pupils reporting a high level of "school connectedness".
 Attain at least 80% of pupils reporting a feeling of "safe or very safe" at school.
 California Healthy Kids Survey (CHKS)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Provide mental health therapists, school counselors at elementary and secondary campuses 2) Utilize Positive Behavioral Intervention Support (PBIS) strategies at all schools. 3) Provide Where Everyone Belongs (WEB) at 6th grade and Link Crew at 9th grades. 4) Continue School-wide community building activities.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CHKS administration costs (includes school level reports and SPSS file) 4000-4999: Books And Supplies Supplemental and Concentration \$1,325 START Counselors 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$24,000 Guidance Counselors 1000-1999: Certificated Personnel Salaries Base \$306,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: Attain at least 75% of pupils reporting a high level of "school connectedness"
 Attain at least 85% of pupils reporting a feeling of "safe or very safe" at school.
 California Healthy Kids Survey (CHKS)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Provide mental health therapists, school counselors at elementary and secondary campuses 2) Utilize Positive Behavioral Intervention Support (PBIS) strategies at all schools. 3) Provide Where Everyone Belongs (WEB) at 6th grade and Link Crew at 9th grades. 4) Continue School-wide community building activities.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CHKS administration costs (includes school level reports and SPSS file) 4000-4999: Books And Supplies Supplemental and Concentration \$1,325 START Counselors 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$24,000 Guidance Counselors 1000-1999: Certificated Personnel Salaries Base \$315,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 15:	Ensure consistency in established security procedures.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 Local : Specify
Identified Need :	Maintain security at all sites		
Goal Applies to:	Schools:	ALL Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Review and refine procedures.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Updated staff photo ID and visitor badges and ensure that they are visibly displayed. 2) Keep gates locked. 3) Appropriately deployed security staff (CMS and CHS). 4) Updated cell phone numbers of all staff to principal and vice versa. Updated phone trees. 5) Biannual lockdown drills supervised by law enforcement. 6) Maintain lockdown kits placed in each classroom. 7) Chain of command procedures for imminent or occurring security breaches. 8) Ongoing communication with first responders.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	New ID badges 4000-4999: Books And Supplies Base \$500.00 Update Lock-down Kits 4000-4999: Books And Supplies Base \$500.00

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Review and refine procedures.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Updated staff photo ID and visitor badges and ensure that they are visibly displayed. 2) Keep gates locked. 3) Appropriately deployed security staff (CMS and CHS). 4) Updated cell phone numbers of all staff to principal and vice versa. Updated phone trees. 5) Biannual lockdown drills supervised by law enforcement. 6) Maintain lockdown kits placed in each classroom. 7) Chain of command procedures for imminent or occurring security breaches. 8) Ongoing communication with first responders.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	New ID Badges 4000-4999: Books And Supplies Base \$500.00 Update Lock-down Kits 4000-4999: Books And Supplies Base \$500.00

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: Review and refine procedures.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) Updated staff photo ID and visitor badges and ensure that they are visibly displayed. 2) Keep gates locked. 3) Appropriately deployed security staff (CMS and CHS). 4) Updated cell phone numbers of all staff to principal and vice versa. Updated phone trees. 5) Biannual lockdown drills supervised by law enforcement. 6) Maintain lockdown kits placed in each classroom. 7) Chain of command procedures for imminent or occurring security breaches. 8) Ongoing communication with first responders.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	New ID Badges 4000-4999: Books And Supplies Base \$500.00 Update Lock-down Kits 4000-4999: Books And Supplies Base \$500.00

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	100% of teachers are appropriately credentialed and assigned		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools:	ALL	-----	
	Applicable Pupil Subgroups:	ALL	-----	
Expected Annual Measurable Outcomes:	100% of teachers are appropriately credentialed and assigned. Compliance with CTC audit; District annual review of course assignments; Williams Act reports		Actual Annual Measurable Outcomes:	100% of teachers are appropriately credentialed and assigned
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
1) Human resources review of all teacher assignments at beginning of year 2) Recruit from a diverse pool of qualified candidates		Recruitment costs 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000	1) Human resources staff reviewed all teacher assignments. All teachers are appropriately credentialed and assigned. 2) A diverse pool of qualified candidates were recruited for job openings.	
Scope of Service	District wide		Scope of Service	District wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be	CUSD will continue to evaluate recruiting practices especially in hard to fill positions such as math, science, and special education. No changes necessary at this time. Estimated budgeted expenditures far exceeded actual expenditures.			

made as a result of reviewing past progress and/or changes to goals?	Budgeted expenditures will be reduced to match actual expenditures.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	All pupils have access to instructional materials aligned to California State Standards, including ELD Standards		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 Local : Specify	
Goal Applies to:	Schools:	ALL	-----	
	Applicable Pupil Subgroups:	ALL	-----	
Expected Annual Measurable Outcomes:	By the end of 2014-15, all pupils in grades K-8 will have access to instructional materials aligned to the state standards in ELA and math. Annual audit of classroom materials; Williams Act reports		Actual Annual Measurable Outcomes:	All pupils in grades K-8 have access to supplemental and Board adopted aligned materials in ELA and math. All pupils in grades 9 and 11 have access to supplemental aligned materials in Math
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	
1) Purchase materials aligned to state standards in grades TK-12 in ELA and math. 2) Provide teacher training TK-12 in Next Generation Science Standards (NGSS)			1) Supplemental aligned materials in ELA were purchased. Academic Vocabulary Toolkit was used in grades 4-6 to enhance students' academic vocabulary. Expository periodicals were used in grades K-8 to provide more opportunities to interact with informational text. Grade 11 ELA materials were purchased and implemented. 2) 8 teachers were trained in NGSS during summer of 2014 and 2015	
Expository Publications 4000-4999: Books And Supplies Supplemental and Concentration \$6,293 Grade 11 ELA Materials 4000-4999: Books And Supplies Base \$11,000 Math 1 Textbooks 4000-4999: Books And Supplies Base \$20,000 CHS Social Studies Materials 4000-4999: Books And Supplies Base \$15,000 Educational technology programs (EdCaliber, DreamBox, KidBiz) 4000-4999: Books And Supplies Supplemental and Concentration \$40,820			Expository publications 4000-4999: Books And Supplies Supplemental and Concentration \$6,743 Grade 11 ELA materials 4000-4999: Books And Supplies Base \$10,075 Educational technology programs (EdCaliber, DreamBox, KidBiz) 4000-4999: Books And Supplies Supplemental and Concentration \$41,091	
Scope of Service	District wide		Scope of Service	District wide
X All OR: -----			X All OR: -----	

<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The District is exploring other sources of California State Standards aligned materials. Math 1 materials will be purchased in 2015-16. NGSS Social Studies materials for grades 9-12 will be purchased in 2016-17.</p> <p>Did not adopt core program, we are using supplemental materials. Will pilot K-8 math program in 2015-16</p> <p>Going forward we will refer to California State Standards instead of Common Core State Standards.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	School facilities are well maintained	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	Maintain at a high level with no formal complaints. Facilities department annual audit of all school facilities needs.	Actual Annual Measurable Outcomes:	No Williams Act complaints were filed during 2014-15. District maintenance staff continue to follow up on repair and maintenance requests in a timely manner.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1) The District will conduct an analysis of facility needs to determine if additional staff are required to maintain appropriate conditions of learning.		1) The Facilities Master Plan was adopted by the Governing Board in June 2014. 2) A Director of Facilities was hired in May 2015 to oversee both routine maintenance as well as Measure U bond expenditures.	Facilities Director 2000-2999: Classified Personnel Salaries Locally Defined \$12,000
Scope of Service	District wide	Scope of Service	District wide
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing	The Facilities Master Plan was adopted by the Governing Board in June 2014. This document outlines both deferred maintenance and facilities modernization/construction. The District will continue to plan and execute facility needs outlined in the Facilities Mater Plan.		

past progress and/or changes to goals?	The Director of Facilities will continue to oversee both routine maintenance as well as Measure U bond expenditures.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Curriculum and instruction in TK-12 are aligned to the California State Standards. All pupils will take common formative and summative assessments in ELA and Math.	Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: ALL		
	Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	By the end of 2014-15, all pupils in grades K-5 will have aligned curriculum in ELA and Math. By the end of 2014-15, all pupils in grades K-5 will have common formative assessments in ELA and math. Annual audit of classroom materials; Pupil performance on common formative assessments; Review/revise instruction and curriculum to improve alignment to state standards; Revise the common assessments to improve alignment to state standards and CAASPP	Actual Annual Measurable Outcomes:	All pupils in grades K-8 have aligned curriculum in ELA and Math. All pupils in grade 9 have aligned curriculum in Math. All pupils in grades K-12 have common formative assessments in ELA and Math
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1) Teachers use Professional Learning Communities structure to develop and implement common formative and summative assessments in ELA and math.</p> <p>2) Teachers are released from classroom assignment to analyze results of common assessments.</p> <p>3) Teachers compensated at hourly pay to revise curriculum, pacing calendars and common assessments during summer 2015.</p> <p>4) District/schools provide technology for efficient administration of CAASPP and other on-line assessments</p> <p>5) Teachers provide students frequent opportunities to take on-line</p>	<p>Math TOSAs elementary and secondary 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$172,000</p> <p>Math staff development teacher release subs 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$34,102</p> <p>Teacher summer planning work 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$27,208</p>	<p>1) Professional Learning Communities were utilized to develop and implement common formative and summative assessments in ELA and math and to analyze student results and provide support.</p> <p>2) Teachers were released from classroom assignment to analyze results of common assessments.</p> <p>3) Teacher teams revised curriculum, pacing calendars and common assessments in June 2015 to ensure alignment with state standards</p> <p>4) District/schools provided technology for efficient administration of CAASPP and other on-line assessments</p> <p>5) Teachers provided students weekly</p>	<p>Math TOSAs 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$182,000</p> <p>Math staff development teacher release subs 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$20,600</p> <p>Teacher summer planning work 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$30,600</p>

<p>assessments that are similar in format to CAASPP. 6) Math teachers on special assignment (TOSAs) provide ongoing support to all teachers, grades TK-12 in implementing state standards. This includes development of pacing calendars; identification of instructional materials; development of lessons/units; development and implementation of common assessments; analysis of common assessment results. 7) Special Education staff trained on how to write Individual Education Plan (IEP) goals aligned to the state standards</p>	<p>Technology upgrades, CMS (mobile lab with 32 laptop accessories, cart) 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$25,900 Common Core technology support 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$5,000 Special Education training 1000-1999: Certificated Personnel Salaries Special Education \$2,000 K-8 writing chairperson stipends 1000-1999: Certificated Personnel Salaries Title II \$18,000 CMS and CHS writing scoring release days 1000-1999: Certificated Personnel Salaries Base \$5,376</p>	<p>opportunities to take on-line assessments that are similar in format to CAASPP. Teachers observed increased student proficiency with on-line assessments with multiple sessions. 6) Math TOSAs provided ongoing support in implementing state standards. This included development of pacing calendars; identification of instructional materials; development and implementation of common assessments; analysis of common assessment results. Refined instructional strategies to align to the new state standards. 7) Special Education staff received training on how to write Individual Education Plan (IEP) goals aligned to the state standards using the new goal banks.</p>	<p>Technology upgrades 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$69,000 Common core technology support 2000-2999: Classified Personnel Salaries Common Core Standards Implementation Funds \$5,000 Special Education training 1000-1999: Certificated Personnel Salaries Special Education \$2,000 K-8 writing chairperson stipends 1000-1999: Certificated Personnel Salaries Title II \$20,292 CMS and CHS writing scoring release days 1000-1999: Certificated Personnel Salaries Base \$4,600</p>
<p>Scope of Service: District wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Continue to refine the curriculum and assessment process. Original goal was that by the end of 2014-15, all pupils in grades K-5 will have aligned curriculum and common formative assessments in ELA and Math. Actual measurable outcomes was all pupils in grades K-8 have aligned curriculum and common formative assessments in ELA and Math.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	All English Learners receive curriculum and instruction that includes explicit and integrated English language development.	Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: English Learners (EL)		
Expected Annual Measurable Outcomes:	75% of ELs will grow at least one level on CELDT per year of school. CELDT and CAASPP assessment for ELA.	Actual Annual Measurable Outcomes:	65% of ELs grew at least one level on the CELDT
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1) Reading intervention at elementary and secondary schools</p> <p>2) Elementary and secondary instructional assistants to facilitate small group intervention</p> <p>3) Enroll students not meeting grade level standards in Read 180, System 44 or English 3-D for reading intervention and support</p> <p>4) Academic Vocabulary Toolkit in grades 4-6 for instruction</p> <p>5) Implementation of Academic Discussion Routine in every classroom, K-12</p> <p>6) After School Programs enroll ELs and effectively support students by facilitating the use of a variety of appropriate content-based learning materials, opportunities, and strategies. After School programs utilize ELD strategies that are responsive to student needs.</p> <p>7) Principals ensure that all ELs are</p>	<p>1. CELDT Administration 1000-1999: Certificated Personnel Salaries Title III \$643</p> <p>ADEPT Administration (teacher training, release time) 1000-1999: Certificated Personnel Salaries Title III \$10,570</p> <p>Read 180 and System 44 materials 4000-4999: Books And Supplies Supplemental and Concentration \$3,100</p> <p>Intervention teachers (elementary) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$155,857</p> <p>Instructional assistants (elementary and secondary) 2000-2999: Classified Personnel Salaries Title I \$309,092</p>	<p>1) EL students received reading intervention as needed at elementary and secondary schools</p> <p>2) Instructional assistants at all sites facilitated small group intervention</p> <p>3) EL students not meeting grade level standards were enrolled in Read 180, System 44 or English 3D for reading intervention and support at Aliso, Canalino, CMS, and CHS. At Summerland School, struggling readers receive teacher-directed reading intervention from a teacher or instructional assistant using primary or supplemental ELA materials.</p> <p>4) Academic Vocabulary Toolkit was used for instruction in grades 4-6 for instruction to improve student's academic vocabulary skills.</p> <p>5) Academic Discussion Routine in every classroom, K-12 was implemented.</p> <p>6) After School Programs enrolled EL</p>	<p>CELDT Administration 1000-1999: Certificated Personnel Salaries Title III \$10,600</p> <p>ADEPT Administration (teacher training, release time) 1000-1999: Certificated Personnel Salaries Title III \$8,000</p> <p>Read 180 and System 44 materials 4000-4999: Books And Supplies Supplemental and Concentration \$22,273</p> <p>Intervention teachers (elementary) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$132,000</p> <p>Instructional assistants (elementary and secondary) 2000-2999: Classified Personnel Salaries Title I \$370,285</p>

<p>administered the CELDT test and the more specific A Developmental English Proficiency Test (ADEPT) test to inform instruction.</p> <p>8) Principals and teacher teams design and implement ELD instruction based on ADEPT results.</p> <p>9) Instructional assistants deliver small group language instruction.</p> <p>10) ELs who demonstrate the need according to local measures, CELDT scores and teacher recommendations are enrolled in Read 180 or System 44 or additional reading intervention services at Aliso and Canalino</p> <p>11) At the middle school level, ELs are enrolled in System 44, Read 180 or English 3D according to local measures, CELDT scores and teacher recommendations.</p> <p>12) At high school, identified ELs are enrolled in Read 180.</p>	<p>Read 180, English 3D and System 44 staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$154,258</p> <p>Academic Vocabulary Toolkit 4000-4999: Books And Supplies Supplemental and Concentration \$21,622</p> <p>Intervention classes at CMS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,790</p>	<p>students and effectively supported students by facilitating the use of a variety of appropriate content-based learning materials, opportunities, and strategies. After School programs utilized ELD strategies.(Aliso, Canalino, CMS and CHS)</p> <p>7) Principals ensured that all ELs are administered the CELDT test and the more specific ADEPT. (ADEPT was administered at Aliso and Canalino)</p> <p>8) Principals and teacher teams designed and implemented ELD instruction based on ADEPT results at Aliso and Canalino.</p> <p>9) Instructional assistants delivered small group language instruction.</p> <p>10) ELs who demonstrated the need according to local measures, CELDT scores and teacher recommendations were enrolled in Read 180 or System 44 or additional reading intervention services at Aliso and Canalino</p> <p>11) At the middle school level, ELs were enrolled in System 44, Read 180 or English 3D according to local measures, CELDT scores and teacher recommendations.</p> <p>12) At high school, identified ELs were enrolled in Read 180 with follow up every 6 weeks.</p>	<p>Read 180, English 3D and System 44 staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$128,800</p> <p>Academic Vocabulary Toolkit 4000-4999: Books And Supplies Supplemental and Concentration 18,035</p> <p>Intervention classes at CMS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$104,000</p>
<p>Scope of Service District wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to provide English language development instruction and support to English learners. Continue implementation of intervention activities as stated.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	All pupils will graduate from high school college and career ready.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <u>X</u> 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: Carpinteria High School and Carpinteria Middle School ----- Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	5% increase in number of pupils meeting (a-g) requirements. 5% increase in enrollment in AP/honors and dual enrollment courses. 10% increase in pupils scoring 3 or better on AP exams. All pupils complete 10 year plans; Guidance counselors monitors each pupil's schedule; Annual District data collection on (a-g) course completion and UC/CSU eligibility; Course enrollment data; District demographic data; AP, EAP and CTE data reported to the state.	Actual Annual Measurable Outcomes:	CHS - 52.4% of pupils completed the (a-g) course requirements (2013-14 data) CHS - 1% increase in pupil enrollment in AP/honors and dual enrollment courses AP exams data will be available in August.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
1) Parent workshops at each grade level. 2) Summer classes for students and parents geared toward 12th grade preparation. 3) College fieldtrips 4) College-going activities 5) Parent literacy workshops		1. College Counseling: Early Academic Outreach Program (EAOP) 5000-5999: Services And Other Operating Expenditures Base \$25,000 Guidance Counselors - EPA 1000-1999: Certificated Personnel Salaries Base \$297,000 Summer classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,000 College field trips 5000-5999: Services And Other Operating Expenditures Base \$8,000	1) 4 parent workshops were hosted at each grade level to review grade expectations, college admission requirements and student learning opportunities. 2) Summer classes for students and parents geared toward 12th grade preparation were provided. 3) 5 college fieldtrips were held to introduce students to college life. 4) 11 college-going activities were organized 5) 8 parent literacy workshops were held to review college admission process and literacy skills. 1. College Counseling: Early Academic Outreach Program (EAOP) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000 Guidance Counselors - EPA 1000-1999: Certificated Personnel Salaries Base \$268,000 Summer classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,000 College field trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,000	

	College going activities 5000-5999: Services And Other Operating Expenditures Base \$5,000		College going activities 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000
			Parent literacy workshops 5800: Professional/Consulting Services And Operating Expenditures After School Education and Safety (ASES) \$20,000
<p>Scope of Service CHS & CMS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service CHS & CMS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1. Gifted and Talented Education Program (GATE) screening of all second grade students: apply differentiated GATE criteria for EL qualification.</p> <p>2. Provide professional development in differentiated instruction via GATE coordinator.</p> <p>3. CHS will create an action plan to place more student in honors and AP courses.</p> <p>4. Guidance counselors "push" students into AP/honors/dual enrollment courses and monitor progress</p>	<p>GATE online testing for all grade 2 students - LCFF \$2,000</p> <p>Professional development in differentiated instruction (includes release time) - LCFF \$4,500</p> <p>Guidance Counselors - EPA \$307,000</p>	<p>1. All second grade students were screened.</p> <p>2. Professional development in differentiated instruction was provided by the GATE coordinator.</p> <p>3. CHS will created an action plan to place more students in honors and AP courses.</p> <p>4. Guidance counselors worked with students to enroll in AP/honors/dual enrollment courses and monitored their progress.</p>	<p>GATE online testing for all grade 2 students 4000-4999: Books And Supplies Base \$1,800</p> <p>Professional development in differentiated instruction (includes release time) 1000-1999: Certificated Personnel Salaries Base \$4,500</p> <p>Guidance Counselors 1000-1999: Certificated Personnel Salaries Base \$268,000</p>
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Administration and staff will evaluate the programs/initiatives in order to increase student participation. Programs that were successful will be strengthen and promoted in order to increase student participation.</p> <p>CUSD leadership will further examine GATE qualification criteria with a focus on under representation of our EL population. We will also include more members of the GATE ID committee to clarify the criteria and review students. A review of the content of the GATE program will take place concurrently.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	All pupils achieve at or above grade level in ELA and math. Incoming kindergartners will be "ready" for kindergarten. (THRIVE Carpinteria goal) All grade 3 pupils are proficient in ELA and math (THRIVE Carpinteria goal) All grade 6 pupils are proficient in ELA and math (THRIVE Carpinteria goal) All grade 9 pupils will be proficient in Math 1, which includes algebra standards (THRIVE Carpinteria goal)	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <u>X</u> 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: All. Incoming kindergartners goal applies to Carpinteria Children's Project; 3rd grade goal applies to all elementary schools; 6th grade goal applies to Carpinteria Middle School; 9th grade goal applies to Carpinteria High School. Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	5% increase in number of pupils achieving at or above grade level in ELA and math. 52% of incoming kindergartners will be assessed "ready to go" on the KSEP. 2.5% increase in number of students achieving proficiency in Math 1. CAASPP; District common formative and summative assessments; Kindergarten Student Entrance Profile (KSEP)	Actual Annual Measurable Outcomes:	2014-15 Smarter Balanced summative assessment results will be used to establish baseline from which to set improvement goals. 37% of incoming kindergartners were assessed "ready to go" on the KSEP
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1) Principals ensure that all TK-12 teachers deliver effective state standards aligned instruction in ELA and math. 2) Teacher teams, using the Professional Learning Communities (PLC) process, monitor pupil achievement and intervene to bring all pupils to grade level proficiency. 3) Implement response to intervention to immediately address gaps in student achievement. 4) At the high school, all pupils are enrolled in an extended learning class where they can obtain additional support from teachers.	Response to intervention assessment tools for progress monitoring and universal screening 4000-4999: Books And Supplies Supplemental and Concentration \$6,000 Reading intervention teachers (elementary) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$151,651 Extended Learning class (high school) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$357,000	1) Principals ensure that all TK-12 teachers delivered effective state standards aligned instruction in ELA and math. 2) Teacher teams and principals, using the Professional Learning Communities (PLC) process, monitored pupil achievement and intervened to bring all pupils to grade level proficiency. 3) Response to intervention was implemented to immediately address gaps in student achievement. 4) At the high school, all pupils were enrolled in an extended learning class where they can obtain additional support from teachers.	Response to intervention assessment tools for progress monitoring and universal screening 4000-4999: Books And Supplies Supplemental and Concentration \$6,000 Reading intervention teachers (elementary) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$132,000 Extended Learning class (high school) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$367,000

<p>5) At the middle school, students who need additional support are enrolled in support class.</p>	<p>Support classes (middle school) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,531</p>	<p>5) At the middle school, students who need additional support were enrolled in a support class.</p>	<p>Support classes (middle school) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$88,300</p>
<p>Scope of Service District wide</p>		<p>Scope of Service District wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>INCOMING KINDERGARTNERS: 1) Screen children 0-5 for health and developmental concerns 2) Provide parent education and support 3) Provide referrals and linkages to services including those for basic needs, counseling, and special education 4) Provide case management to parents with greater needs 5) Provide early childhood education</p>	<p>Funded by private donations, grants, and fees \$1.5M</p>	<p>1) Screened 308 children 0-5 for health and developmental concerns 2) Provided these parent education and support classes: Road to University, Nurturing Parent, Mommy and Me, Every Child a Reader, swimming, Adult ESL, and Healthy Living. 3) Provided 450 referrals and linkages to services including those for basic needs, counseling, and special education 4) Provided case management to 26 parents with greater needs 5) Provided early childhood education to 128 students</p>	<p>Funded by private donations, grants, and fees \$1.75M</p>
<p>Scope of Service Carpinteria Children's Project</p>		<p>Scope of Service Carpinteria Children's Project</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

<p>GRADE 3: 1) Continued alignment of Coherent Writing Program with state standards for writing. 2) Universal screening of all third grade students in reading fluency and comprehension. 3) Provide targeted intervention for students in grades K-5 not meeting reading standards.</p>	<p>Professional development 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$10,000 Writing Program (materials) 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$10,000 Elementary TOSA 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$101,835 Universal screening of students 4000-4999: Books And Supplies Supplemental and Concentration \$6,000 Reading intervention teachers (elementary) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$151,651</p>	<p>1) Alignment of Coherent Writing Program with state standards for writing was not done in 2014-15. This will be a priority in 2015-16. 2) All third grade students were screened in reading fluency and comprehension. 3) Provided targeted reading intervention for students who are not meeting reading standards</p>	<p>Writing Program (materials) 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$11,900 Elementary TOSA 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$182,000 Universal screening of students 4000-4999: Books And Supplies Supplemental and Concentration \$4,600 Reading intervention teachers (elementary) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$132,000</p>
<p>Scope of Service Elementary Schools</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Elementary Schools</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>GRADE 6: 1) Struggling readers enroll in Read 180</p>	<p>Read 180 staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$154,258</p>	<p>1) Struggling readers were enrolled in Read 180</p>	<p>Read 180 staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$128,800</p>
<p><input checked="" type="checkbox"/> All OR:</p>		<p><input checked="" type="checkbox"/> All OR:</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>GRADE 9:</p> <p>1) Professional development in student engagement, assessment, lesson design, and peer coaching.</p> <p>2) Fund a secondary math TOSA to support professional development and to obtain additional resources.</p>	<p>Professional development 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$15,000</p> <p>Math TOSA 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$67,000</p>	<p>1) Professional development in student engagement, assessment, lesson design, and peer coaching was provided to Math teachers.</p> <p>2) A secondary math TOSA was hired to support professional development and to obtain additional resources.</p>	<p>Professional development 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$15,000</p> <p>Math TOSA 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$81,000</p>
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service: CHS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The Carpinteria Children's Project will continue to implement CSEFEL/Teaching Pyramid to support the social and emotional development of young children.</p> <p>CUSD will continue to refine the professional learning community process by expanding how we use student work in gauging progress and subsequently planning instruction. In addition, we will continue to refine Response to Intervention systems based on student achievement data to reduce the number of students who require long-term intervention to be successful. This also includes constant self-study and improvement efforts in our Tier 1 instructional program in every classroom. Finally, CUSD leadership is committed to working with the Coherent Writing Committee in the 2015-16 school year to fully transition that program to align with Common Core State Standards.</p> <p>Secondary math TOSA supports curricular and instructional improvement to better align our program with the Common Core State Standards.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:	All English learners (EL) are reclassified fluent English proficient (RFEP) within 6 years of instruction while enrolled in the District.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: English Learners	
Expected Annual Measurable Outcomes:	The District will establish new reclassification criteria, reflective of the CAASPP and other locally-developed student performance factors. CELDT, CAASPP, Local Assessments	Actual Annual Measurable Outcomes: 67% of ELs were reclassified within 6 years of instruction while enrolled in the District
LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
1) Academic Vocabulary Toolkit in grades 4-6 for instruction 2) Implementation of Academic Discussion Routine in every classroom K-12	Academic Vocabulary Toolkit 4000-4999: Books And Supplies Supplemental and Concentration \$21,622 Follow up professional development and support for implementation of Academic Discussion Routine 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$15,000	Academic Vocabulary Toolkit 4000-4999: Books And Supplies Supplemental and Concentration \$18,035
Scope of Service: District wide		Scope of Service: District wide
All OR: Low Income pupils		All OR: Low Income pupils

<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to refine implementation of support services to English learners. Closely monitor newly reclassified students. Elementary schools that serve ELL students continue to use ADEPT as a twice yearly assessment tool to more specifically address student language needs. In addition, the training for and use of the ADEPT with teachers provides additional professional development on what language functions to target in daily instruction. Teachers include a language objective in each lesson based on ADEPT results.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 9 from prior year LCAP:	All pupils are physically fit.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	5% increase in pupils meeting fitness threshold. Physical Fitness Test		Actual Annual Measurable Outcomes:	55% of 5th graders, 78% of 7th graders, 89% of 9th graders are physically fit (2013-14 data)
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1) Utilize elementary PE specialists to ensure required PE instructional minutes for all students. 2) Continue Physical Education programs at CHS and CMS 3) Continue District Health and Wellness Plan. 4) Continue implementing Orfalea s'Cool Food initiatives (cafeterias offer healthy Food; K-5 students learn about healthy food through Garden Education Manager [GEM] program) 5) After-school programs, K-12, offer fitness activities	Elementary P.E. Specialists 2000-2999: Classified Personnel Salaries Base \$40,000 P.E. programs at CHS and CMS 1000-1999: Certificated Personnel Salaries Base \$287,823 District Health and Wellness Plan 1000-1999: Certificated Personnel Salaries Base \$2,000 Orfalea s'Cool Food and GEM program 7000-7439: Other Outgo Base \$12,300	1) Elementary PE specialists and classroom teachers ensure required PE instructional minutes for all students. K-5 students receive a minimum of 200 minutes each 10 days of physical education instruction. 2) Students receive required Physical Education instructional minutes at CHS and CMS 3) Schools provided input to the revised District Health and Wellness Plan and continued to ensure plan implementation. 4) Elementary schools implemented Orfalea s'Cool Food initiatives (elementary schools have a garden educator) 5) After-school programs, K-12, offered fitness activities including dance instruction and sports.	Elementary PE Specialists 2000-2999: Classified Personnel Salaries Base \$35,800 PE programs at CHS and CMS 1000-1999: Certificated Personnel Salaries Base \$296,700 District Health and Wellness Plan 1000-1999: Certificated Personnel Salaries Base \$2,000 Orfalea s'Cool Food and GEM program 7000-7439: Other Outgo Base \$25,900	
Scope of Service	District wide	Scope of Service	District wide	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based on the Physical Fitness Test, specific areas will be analyzed and intervention will be incorporated to address deficiencies. The district will convene a Health and Wellness committee.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 10 from prior year LCAP:	Parents participate in a variety of ways to improve pupil achievement, pupil engagement and school climate.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: ALL	-----		
Expected Annual Measurable Outcomes:	Establish baseline goals for participation in parent groups, volunteering, and conference attendance. Number of parent members in parent support groups, school site councils and English learner advisory committees. Number of volunteers. Percent parent attendance at (K-5) fall and spring conferences.	Actual Annual Measurable Outcomes:	Parental involvement is being tracked to establish baseline goals for parent participation. The Superintendent's Parent Advisory Committee (PAC) was established with the idea of incorporating parent participation from all schools	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
1) Develop action plan to increase parent participation that reflects the demographics of the district and individual schools. 2) At elementary schools, encourage and remind all parents to attend both fall and spring student conferences. 3) Schools set volunteer goals and document participation annually.	Budgeted Expenditures	1) Parental involvement is being tracked using sign-in sheets for events such as conferences and open house. 2) At elementary schools, teachers and principals encouraged and frequently reminded parents to attend both fall and spring student conferences using Parent Square, Blackboard Connect and weekly newsletters. 3) The Carpinteria Children's Project offers parent classes that specifically promote family engagement in students' academic attainment and advocacy for their student. These classes include Nurturing Parent, Every Child a Reader (family literature), Road to University. In addition, our volunteer promotoras and ECE staff throughout the community will receive CSEFEL (social and emotional) training in Fall 2015 and	Estimated Actual Annual Expenditures	

		will spread this training in classrooms and the community at large. 4) Superintendent established the Parent Advisory Committee (PAC) meeting once a month.	
Scope of Service District wide		Scope of Service District wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In addition to seeking ways to formally track parent involvement across sites, CUSD strives to find meaningful ways to engage parents in our school communities by offering a variety of opportunities. The superintendent has started a monthly "Parent Advisory Committee" to provide an opportunity for all parents in the District to discuss concerns and/or issues.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 11 from prior year LCAP:	Support school engagement and attendance for all pupils	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	0.25% increase in average daily attendance. 0.25% decrease in truancy at all schools. Decrease chronic absenteeism at all schools. Monthly and annual attendance reports; data reported in CALPADS	Actual Annual Measurable Outcomes: Average daily attendance is 95.2% as of P-2 Truancy rate 13.1% as of P-2	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1) Each school site will continue to evaluate reasons for absenteeism and refine and implement an action plan to increase attendance.</p> <p>2) Site administration will review monthly and annual attendance reports and make adjustments to their action plan.</p> <p>3) Staff will utilize positive behavior intervention and support model to increase pupil connectedness to school.</p> <p>4) At high school level, students with truanancies in excess of 80 class periods may be transferred to either Rincon or Foothill alternative schools where intensive attendance monitoring and interventions are implemented.</p>		<p>1) Principals evaluated reasons for individual student's absenteeism and implemented an action plan to increase attendance.</p> <p>2) Site administration reviewed monthly and annual attendance reports and made contact with families who exhibited frequent tardies or chronic absenteeism to provide support and guidance aimed at improving student attendance. Followed up with families using counseling and academic support services as well as district attorney SARB practices.</p> <p>3) Staff utilized positive behavior intervention and support model to increase pupil connectedness to school.</p> <p>4) At high school level, students with truanancies in excess of 80 class periods were transferred to either Rincon or</p>	

		<p>Foothill alternative schools where intensive attendance monitoring and interventions are implemented (on a case by case basis).</p> <p>5) CUSD Early Childhood Education classrooms strive to instill the importance of regular attendance in school with parents during daily sign-in, parent conferences, and parent meetings.</p>	
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service District wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>CUSD will communicate to parents the state's definition of a truant so that parents are aware how absences without a valid excuse affect the truancy rate in the District.</p> <p>Administration will work with families to refrain from taking vacations during school days and possible impact on academic grade.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 12 from prior year LCAP:	Increase graduation rate to at least 95%, Reduce dropout rate to 1% or less.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: Secondary Schools	----- Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	Increase graduation rate by at least 1%. Dropout rate will not exceed current rate. Graduation and dropout rates reported in CALPADS	Actual Annual Measurable Outcomes:	District cohort graduation rate is 89.6% (2013-14 Data) District cohort dropout rate is 6.1% (2013-14 Data)
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1) Intervene with pupils at risk of dropping out (parent conferences, therapeutic counseling, guidance counseling); closely monitor going forward. 2) Assign, as needed, to Rincon or Foothill Continuation High Schools to ensure graduation. 3) For pupils who leave Carpinteria High School, conduct exit interviews to establish where the pupil is enrolling so that CALPADS can account for the change.	Rincon and Foothill Continuation Schools budget 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$500,000	1) Intervention for pupils at risk of dropping out (parent conferences, therapeutic counseling, guidance counseling); guidance counselors closely monitor student progress. 2) Students in need of credits for graduation were assigned to Rincon or Foothill Continuation High Schools to ensure graduation (on a case by case basis). 3) For pupils who leave Carpinteria High School, exit interviews were conducted. 4) Step-up Program for credit recovery	Rincon and Foothill Continuation Schools budget 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$525,000
Scope of Service	Secondary Schools	Scope of Service	Secondary Schools
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	-----	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	-----

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Using our after school program, continuation high school and online courses, administration and staff will increase graduation rates by allowing students with credit recovery opportunities. Administration will work with counselors to develop programs to support students that are struggling academically.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 13 from prior year LCAP:	Reduce District suspension rate to 3% or lower. Reduce District expulsion rate to less than .20%	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Reduce suspension rate to 4.5% or lower. Reduce District expulsion rate to less than .20% Pupil suspension and expulsion rates reported in CALPADS	Actual Annual Measurable Outcomes:	District suspension rate is 3.4% as of April 29, 2015
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1) Provide mental health therapists and school counselors at elementary and secondary campuses. 2) Utilize Positive Behavioral Intervention Support (PBIS) strategies at all schools. 3) Revise Discipline policy to include student and parent referral support services. 4) Youth Service Specialist at secondary. 5) Teen Court, Parent Project, Substance Abuse Treatment Counselor & Program.	START Program 5800: Professional/Consulting Services And Operating Expenditures Other \$20,000 Counselors - LCFF, City of Carpinteria 1000-1999: Certificated Personnel Salaries Other \$196,468 YSS Counselors 5800: Professional/Consulting Services And Operating Expenditures Other \$16,000	1) Mental health therapists and school counselors at all schools were provided. 2) Positive Behavioral Intervention Support (PBIS) strategies were utilized at all schools, these included start of year review of expectations at various locations around campus. 3) Discipline policy was revised to include student and parent referral support services. 4) Youth Service Specialists were placed at secondary schools. 5) Continued using Teen Court, Parent Project, Substance Abuse Treatment Counselor & Program.	START Program 5800: Professional/Consulting Services And Operating Expenditures Other \$23,439 Counselors - City of Carpinteria 1000-1999: Certificated Personnel Salaries Other \$206,000 YSS Counselors 5800: Professional/Consulting Services And Operating Expenditures Other \$16,000
Scope of Service	District wide	Scope of Service	District wide
X All OR:		X All OR:	

<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Continue with support services and the Positive Behavior Intervention Support model district-wide and implement restorative discipline practices.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 14 from prior year LCAP:	Increase percentage of pupils reporting a high level of "school connectedness" to 70% or higher. Increase percentage of pupils reporting a feeling of "safe or very safe" at school to 80% or higher.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Attain at least 65% of pupils reporting a high level of "school connectedness". Attain at least 70% of pupils reporting a feeling of "safe or very safe" at school. California Healthy Kids Survey (CHKS)	Actual Annual Measurable Outcomes:	School Connectedness - high level - Grade 5 - 79%, Grade 7 - 61%, Grade 9 - 53%, Grade 11 - 70% Feeling Safe or Very Safe - Grade 5 - 91%, Grade 7 - 69%, Grade 9 - 70%, Grade 11 - 87%
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1) Provide mental health therapists, school counselors at elementary and secondary campuses 2) Utilize Positive Behavioral Intervention Support (PBIS) strategies at all schools. 3) Provide Where Everyone Belongs (WEB) at 6th grade and Link Crew at 9th grade.	CHKS administration costs (includes school level report and SPSS file) 4000-4999: Books And Supplies Other \$1,325 START Program 5800: Professional/Consulting Services And Operating Expenditures Other \$20,000 Counselors - City of Carpinteria 1000-1999: Certificated Personnel Salaries Other \$196,468	1) Administered the CHKS to students in grades 5, 7, 9 and 11; analyzed and reviewed data with Board of Trustees. 2) All schools have mental health therapists and school counselors. 3) Positive Behavioral Intervention Support (PBIS) strategies were utilized at all schools. 4) Provided Where Everyone Belongs (WEB) at 6th grade and Link Crew at 9th grade.	CHKS administration costs (includes school level report and SPSS file) 4000-4999: Books And Supplies Other \$1,325 START Program 5800: Professional/Consulting Services And Operating Expenditures Other \$20,000 Counselors - City of Carpinteria 1000-1999: Certificated Personnel Salaries Other \$206,000
Scope of Service	District wide	Scope of Service	District wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue providing services and supports as listed.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 15 from prior year LCAP:	Ensure consistency in established security procedures		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <u>X</u> 7 _ 8 COE only: 9 _ 10 Local : Specify	
Goal Applies to:	Schools: ALL	-----		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	Review and refine procedures.		Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> 1) Updated staff photo ID badges visibly displayed. 2) Visitor badges, visibly displayed. 3) Locked gates (all sites except CHS). 4) Appropriately deployed security staff (CMS and CHS). 5) Updated cell phone numbers of all staff to principal and vice versa. 6) Updated phone trees. 7) Biannual lockdown drills supervised by law enforcement. 8) Door mechanisms to quickly close locked doors. 9) Window treatments to limit visibility from the outside looking in. 10) Lockdown kits placed in each classroom. 11) Chain of command procedures for imminent or occurring security breaches. 12) Ongoing communication with first responders. 			<ul style="list-style-type: none"> 1) Updated staff photo ID badges. All staff is required to visibly display ID badge. 2) Visitors are required to sign in and visibly display badges. 3) All gates are kept locked at sites that have the capacity to lock them. 4) Appropriately deployed security staff (CMS and CHS). 5) Updated cell phone numbers of all staff to principal and vice versa. 6) Updated phone trees were disseminated to appropriate staff members. 7) Conducted biannual lockdown drills supervised by law enforcement. 8) Door mechanisms to quickly close locked doors were maintained. 9) Window treatments to limit visibility from the outside looking in were installed where needed. 10) Lockdown kits were maintained and placed in each classroom. 11) Chain of command procedures for 	<p>These activities were implemented in 2013-14, therefore no direct expenditures were made in 2014-15</p>

		imminent or occurring security breaches were reviewed. 12) There is ongoing communication with first responders.	
Scope of Service	District wide	Scope of Service	District wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Form a sub-committee of District Safety Team to research and create standardized practices and meet with site safety teams to ensure implementation.		

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$2,696,460
<p>Carpinteria Unified School District (CUSD) is a “basic aid” district with property tax revenues in excess of the current year state funding calculation for the Local Control Funding Formula (LCFF). Therefore, the District will receive no increase in funding based on the numbers of low income, English learners and foster youth. However, the District must dedicate funding from its normal operating budget to comply with the requirements of LCFF. CUSD's unduplicated count for low income students, English learners and foster youth approximates 1,542 or 68.8% of enrollment for 2014-15. Due to these high numbers, the total amount of Supplemental and Concentration grant funds are calculated at \$2,696,460. The District's LCAP outlines services both at the District level and also at school sites to support these students. These services include:</p> <p>State Preschool: For qualified low income students District provides additional funding to cover programs underfunded by the state. State preschool program allows students to be kindergarten ready.</p> <p>Elementary School: Two full-time reading intervention teachers provide intensive targeted ELA instruction to unduplicated students comprised mostly of English learners and/or low income students. Some of these students receive support using the Read 180/System 44 intervention curriculum. The goal for students receiving intervention support is to achieve grade level mastery in reading. Two school counselors at Canalino and Aliso Schools are principally directed at unduplicated pupils to provide social, emotional, and behavioral intervention to help students achieve academic success. (Examples of services include individual and small group sessions as well as social skills groups and parent contacts.) Instructional assistants are utilized at all four elementary schools and are principally directed at students who are English learners and/or low income students. Instructional assistants support student learning by facilitating small group instruction, individualized instruction for struggling students, and enabling the classroom teacher to provide more intensive support to individuals or small groups. Supplemental funds are also used at the elementary level for START therapists, which are mental health services delivered by a licensed Marriage and Family Therapist, and principally directed towards unduplicated students. Finally, the elementary schools benefit from a math teacher on special assignment. In this role, the TOSA will provide curriculum and instruction support and training for teachers to deliver high quality instruction, principally directed toward unduplicated students.</p> <p>Carpinteria Middle School – At each grade level a math intervention class is offered before and after school to provide additional learning time. These classes are comprised mostly of unduplicated students. In ELA teachers provide reading intervention using the Read 180/System 44 curriculum. The goal for students receiving intervention support is to achieve grade level mastery in reading. We also provide one section of English 3D, an academic language development curriculum, which is principally directed to increase the academic language skills of all students. An additional counselor lowers the counselor to student ratio and increases counseling services to all students. Additionally it allows for one counselor to provide social-emotional counseling groups for targeted students. In addition, the school utilizes 1.4 FTE’s of START counselors to address behavior issues of unduplicated students that can interfere with learning. AVID classes and corresponding field trips provide unduplicated students with learning strategies and experiences to prepare them for college.</p>	

Carpinteria High School – Math class sizes continue to be reduced to an average of 26 students per class, class sizes are specifically low in classes that serve unduplicated students so that teachers can provide extra time and support. The school continues to offer an extended learning class (7th period) for additional learning opportunities for all students but most of the benefits are received by unduplicated students. Summer remedial classes continue to be offered, the majority of students enrolled are unduplicated pupils. The Read 180 and System 44 programs are used to help students attain grade level reading proficiency and are primarily directed towards English learners and low income students. 4 sections of AVID are included in the master schedule to support 180 students, although AVID is open to all students it primarily benefits unduplicated students. An EAOP counselor is used to coordinate college fairs, field trips, guest speakers and college application process which primarily benefits English learners and low income students..

Rincon High School – The District continues to operate a continuation high school for students who need more intense intervention, academically and behaviorally, to complete high school graduation requirements, nearly 80% of students enrolled are unduplicated.

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

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

17.4	%
7	

CUSD has calculated the proportional increase for additional/ improved services to low income pupils, foster youth and English learners to be 17.47%.

In addition to items in the previous section (3A) the following describe increased or improved services not requiring additional expenditures.

Carpinteria Children's Project: Family support and literacy training at Carpinteria Children’s Project will assist all children to begin school “kindergarten ready”

Elementary: Student success teams convene regularly to review student data and design intervention plans including social, emotional, behavioral, and academic support. Counseling collaboration meetings are held regularly to ensure students' needs are being met through the appropriate service providers. Principals provide ongoing professional development in staff meetings about high quality instructional practice, with an emphasis on best practices for students who are English learners or who are low-income. Additionally, principals regularly walk through classrooms to monitor classroom instruction, ensuring that all students, especially unduplicated students receive high-quality instruction on a daily basis. Principals and reading intervention teachers meet at least 3 times per year to review assessment/progress data for students who are receiving reading intervention support. These reviews focus on determining whether the most appropriate students are receiving reading intervention. Monthly grade level PLC meetings are held to discuss instructional strategies, analyze student progress on common assessments and curricular pacing/resources. Improved services to unduplicated students include smaller classes at the K-3 grade levels.

Carpinteria Middle School: The school has a late start on Mondays to allow for staff and department meetings. Staff meetings always have an instructional component related to improving literacy skills for all students. PLC meetings are held 3 times per month to discuss instructional strategies, analyze student progress on common assessments and curricular pacing/resources.

Carpinteria High School: The school has a late start on Mondays to allow for staff and department meetings. Staff meetings always have an instructional

component related to improving literacy skills for all students. PLC meetings are held 3 times per month to discuss instructional strategies, analyze student progress on common assessments and curricular pacing/resources. The math department will reduce the number of students in each math 1 and math 2 class (average 22).

District-wide: The District continues to provide highly qualified teachers to all classrooms for all students. These teachers are supported by math TOSA's and other ongoing professional development. Throughout the district, teachers are required to provide regular formative and summative assessments to all students to assist in providing timely intervention. There continues to be a focus on reaching grade-level proficiency in reading and writing using "student talk" strategies and regular student partnering routines.

The District implements three key elements to ensure all students demonstrate mastery (1) required formative and summative assessments common to grade levels or subjects; (2) data analysis system (Measures) to archive all state and local assessments and is used to analyze student performance (especially deficits) over time, and; (3) professional learning communities are linked to the most recent administration of required assessments and are used to pinpoint deficits so that staff can provide timely intervention (see additional learning time specified at the schools) and identify subsequent professional development needs. In short, all efforts "flow" from student performance on required assessments.

The District also continues to focus on targeted professional development for teachers. For 2015-16, two teachers on special assignment (TOSA's), one elementary and one secondary, will provide direct support (pacing, pedagogy, assessment, instructional resources), for student mastery of state standards for mathematics. To accelerate grade level reading/writing proficiency, K-12 teachers continue to use "student talk" strategies, regular student partnering routines and academic vocabulary lessons as presented by Dr. Kate Kinsella in workshops she gave CUSD staff in June of 2013.

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