

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Carpinteria Unified School District	Diana F. Rigby Superintendent	drigby@cusd.net 805-684-4511

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Carpinteria is a small coastal town on the most southern end of Santa Barbara County. The District serves 2,207 students in 8 schools. One of its small elementary schools is located in the town of Summerland, just a few miles towards Santa Barbara. Within Carpinteria, the schools are all within a mile of one another, including two of the "big" elementary schools, Canalino and Aliso, as well as another small elementary school of choice called Carpinteria Family School, located on Canalino's campus. The District has one middle and one high school, as well as a continuation high school, Rincon High School. There is also an independent study school, Foothill High School, at Rincon's location. The Carpinteria and Summerland communities overwhelmingly passed Measure U, a 90 million dollar initiative in 2014, which began construction last summer, after two years of planning. This construction will bring the District's schools into the 21st century, replacing 63 portable classrooms with upgraded modular buildings, and modernizing the rest of the campuses, including updated science labs at the high school and teaching technology tools for multimedia instruction at all sites. Student learning was severely impacted this year due to 16 days of school closures for the emergency evacuations during the fire, floods and freeway closures.

Carpinteria has a large Hispanic population, and the majority of the District's students qualify for free or reduced lunch. In addition, the District has a large population of students who speak English as a second language. Two major industries in Carpinteria are agriculture and tourism. Despite the high cost of living in Carpinteria and surrounding areas, the District benefits from a stable teaching and classified staff, many of whom have dedicated their entire careers to the District. The town is well-known for its local support of its schools, not just in the passage of Measure U, but in many other fundraising and other types of events that benefit Carpinteria's students.

LCAP Highlights

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

This year's LCAP will focus on increasing student achievement in ELD, literacy, and math; increasing student engagement in standards-based learning experiences; increasing graduation rates and college/career readiness; improving school climate; and increasing parent/community participation in our schools. The District Leadership team meets every two weeks to monitor the progress of student achievement and to discuss the implementation of programmatic and instructional improvements. Elementary and secondary curriculum councils as well as elementary grade level chairs and secondary department chairs meet on a regular basis to discuss district-wide implementation of new curriculum, instructional and assessment practices, and integrated technology. Additionally, the K-12 District Science Leadership Team will continue to provide teacher leadership in the implementation of the Next Generation State Standards (NGSS) and new science curriculum.

All actions, programs, and services reflect our core values of academic achievement, respectful and empathetic community, and continuous improvement. Our key actions will increase student achievement, more than 50% of students in grades 5, 8, 11 will achieve grade level proficiency in math, and more than 60% in ELA as measured by the CAASPP, more than 10% of ELL students will be redesignated by Grade 8, and more than 96% of seniors will graduate in 2019 with more than 50% students college/career ready.

Review of Performance

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

Greatest Progress

The review of the student data from the 2017 California Dashboard indicates the following improvements: Graduation rate for all students is very high at 96% an increase of 2%. Homeless and EL students increased 3.6% and 2% respectively. However only 43.2% of students are prepared for college and career. Our goal is to increase the graduation rates to more than 96% and the college/career prepared to more than 50% with an intentional focus on EL and special education students. EL progress is high although it declined at 2.1%. Our goal is to increase the ELA proficiency and redesignation rates for EL students.

This year, K-12 teachers participated in ongoing professional learning in ELD strategies and teachers implemented 30 minutes per day of ELD instruction. Additionally, new ELA curriculum with a specific focus on ELD was piloted and Wonders and Ready Gen will be adopted for 2018-19 implementation.

The graduation rates remain high for each student group as a result of increased monitoring of individual student progress and intervention by counselors and the high school administration.

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

Greatest Needs

The review of student data from the 2017 California Dashboard indicates the following areas that need significant improvement:

Decrease suspension rate for all students, EL students, SES disadvantaged, and students with disabilities; and increase ELA and math achievement for all students especially EL, economically disadvantaged, Hispanic, and students with disabilities.

District goals include the following: Increase student learning with 96% or higher graduation rate, more than 50% grade level proficiency in math and more than 60% proficiency in ELA for all students as measured by CAASPP, and more than 20% ELL students will be redesignated as Fluent English Proficient (FEP) by Grade 8; Increase positive school climate - Decrease suspension rate to less than 1% for Grades 6-12 and decrease K-5 behavior referrals to principals by 10%.

This year, K-12 teachers participated in ongoing professional learning in ELD strategies and TK-5 teachers implemented 30 minutes per day of designated ELD instruction. Secondary teachers implemented ELD strategies to support EL students in the content areas. Grade level teams and Department Chairs continued to monitor the progress of EL students.

In 2018-19, K classes will be reduced to 20:1 with a full time Instructional Assistant, and will increase to a full day of instruction which will allow more individualized and personal learning experiences for each K student. At Canalino, the Dual Language Immersion program was implemented to increase English/Spanish bilingual skills for 48 students. In 2018-19, the program will expand to include a multi-lingual/bilingual pilot program at Aliso.

Additionally, new ELA curriculum (Wonders, Ready Gen) for K-5 with a specific focus on ELD was piloted and Wonders and Ready Gen will be adopted for 2018-19 implementation. CHS implemented a new ELA program, My Perspectives, and a new software program, Edmentum was implemented for K-12 ELA intervention. At the elementary level, ELA progress is closely monitored by grade level teams using interim assessment data to determine targeted interventions by reading specialists. At both the Middle School and High School, struggling students are provided with additional reading and writing support during an extended period. Hispanic and economically disadvantaged students continue to participate in AVID courses to increase their ELA/math achievement and to better prepare them for college.

K12 teachers implemented Google classroom and Google Apps for Education to increase students' digital literacy skills, and in 2018-19 CHS Freshmen/sophomore students will work in a 1:1 laptop environment.

At the elementary level, a new math curriculum, Bridges, was implemented, and elementary teachers participated in ongoing professional learning throughout the year to adjust instruction and pacing of the units. K-12 teachers used the new software program, Edmentum, to provide struggling math students with additional practice with targeted math skills both in school and at home. In 2018-19, CMS math classes will be adjusted for performance levels, and special education students will receive math instruction from a math teacher paired with a special education teacher in a

collaborative model. At CHS, struggling math students are provided with college tutors for additional instruction and support.

After school Programs (ASP) at each school site also offer additional tutoring and homework support.

In 2018-19, K-8 schools will implement Positive Behavioral Interventions and Support (PBIS) as well as a social skills competency program. At the elementary level the second step social competency program will be implemented weekly to improve student behavior and social skills. At the Middle School, JUST Communities and AHA (Attitude, Achievement, and Harmony) counselors will work with staff and students to support social and emotional growth for students and positive school climate. At CHS, students will continue to work with AHA counselors to support adolescent social-emotional growth and will participate in the Get Focused, Stay Focused course. All K-12 students will be supported by school counselors as well as CADA, FSA, and hospice counselors. The school site mental health teams will continue to meet on a weekly basis to monitor the progress of students' emotional, social, and behavioral health and will provide the necessary interventions and referrals to mental health agencies. The District Leadership team participated in Restorative Justice training in 2018, and will implement Restorative Justice practices in 2018-19.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

No performance gaps of 2 or more levels exist.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The District will increase or improve services for economically disadvantaged students, English Learners, and foster youth in the following three areas:

1. The District Leadership Team will implement a system of English Language Development curriculum and instruction through professional learning, scheduling designated ELD in the elementary grades, and providing individualized support in core classes in the secondary system.
2. Elementary school will implement RTI (Response to Intervention) provide progress monitoring and tiered intervention strategies in ELA and math for underperforming students including economically disadvantaged, English Learners, and Foster Youth
3. Secondary principals will provide individualized counseling support for economically disadvantaged, English Learners, and foster students to monitor their academic progress in the college/career pathways and provide additional academic supports.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$28,599,611
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$5,097,538.00

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

General Operations of the district are not included in the LCAP. General Operations includes; regular classroom teachers, principals, school site office staff, district office staff including superintendent, business office staff, custodial staff, transportation staff, school site safety staff, cafeteria staff, non-staff operation expenditures including utility costs, basic supply costs, legal fees, various operating contracts.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$24,045,070

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

High quality standards-based instruction is provided to and differentiated for every student.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Kindergarten Student Entrance Profile (KSEP)

California Assessment of Student Performance and Progress (CAASPP)

Local Assessments:

9th and 10th Grade

CAASPP ELA and Math Interim Assessments

California English Language Development Test (CELDT/ELPAC)

Access to instructional Materials (Williams)

17-18

Maintain KSEP scores at 77% or higher

Kindergarten Student Entrance Profile (KSEP):
Percentage of students ready or almost ready for Kindergarten increased from 76% to 86% (Target met)

Expected

CAASPP

English Language Arts:

- All students will increase 10 points to maintain at green
- English Learners subgroup will increase 10 points to be closer to green
- Socioeconomically Disadvantaged subgroup will increase 10 points to be closer to green
- Hispanic subgroup will increase 10 points to advance to green
- Students with disabilities subgroup will increase 10 points

Math:

- All students will increase 10 points to advance to green
- English Learners subgroup will increase 10 points to be closer to green
- Socioeconomically Disadvantaged subgroup will increase 10 points to be closer to green
- Hispanic or Latino subgroup will increase 10 points to be closer to green
- Students with disabilities subgroup will increase 10 points

Local Assessments:

9th and 10 grade CAASPP ELA and Math Interim Assessments.

Students will show a 2% growth in meeting or exceeding state standards when compared with the previous year's CAASPP results with subgroups increasing 0.5% more than the average

45% of English Learners will grow by at least one level in the CELDT/ELPAC

Decrease Long term English Learners rate by 5%

Maintain reclassification rate at 5.1% of English Learners

100% of students have access to instructional materials

Actual

CAASPP:

English Language Arts:

- All Students group declined 7.1 points (Yellow)
- English Learners subgroup declined 1.8 points (Orange)
- Socioeconomically Disadvantaged subgroup declined 4.5 points (Orange)
- Hispanic subgroup declined 6.1 points (Orange)
- Students with disabilities subgroup increased significantly by 19.8 points (Yellow)

Math:

- All students group increased 3.2 points (Yellow)
- English Learners subgroup increased 9 points (Yellow)
- Socioeconomically Disadvantaged subgroup increased 5.5 points (Yellow)
- Hispanic subgroup increased 5.8 points (Yellow)
- Students with disabilities subgroup increased significantly 23.2 points (Orange)

Local Assessments:

Interim assessments were not administered to 9th and 10th graders.

English Learners:

We are awaiting ELPAC results, will update data in August.

Long term English Learners rate increased from 12% to 12.8% (Target not met)

Reclassification rate increased from 5.1% to 15.2% (Target met)

100% of students have access to instructional materials.

Expected

Baseline

KSEP 77% of students scored Ready or Almost Ready for Kindergarten

CAASPP

English Language Arts:

- All students 3.3 points above meeting standard (green) in the dashboard
- English Learners subgroup 24.9 points below meeting standard (yellow)
- Socioeconomically Disadvantaged subgroup 15.2 points below meeting standard (yellow)
- Hispanic or Latino subgroup 14.4 points below meeting standard (yellow)
- Students with disabilities subgroup 79.1 points below meeting standard (yellow)

Math:

- All students 33 points below meeting standard (yellow) in the dashboard
- English Learners subgroup 59.1 points below meeting standard (yellow)
- Socioeconomically Disadvantaged subgroup 50.2 points below meeting standard (yellow)
- Hispanic or Latino subgroup 50.7 points below meeting standard (yellow)
- Students with disabilities subgroup 120.2 points below meeting standard (orange)

Local Assessments:

9th and 10 grade CAASPP ELA and Math Interim Assessments.

This is a baseline year.

CELDT (ELPAC) 69% of students scored Early Advanced or Advanced Overall

40% of English Learners grew by at least one level in the CELDT

Long Term English Learners (LTEL) or at risk LTEL 26%

Reclassification rate for 2016-17 is 5.1%

100% of students have access to instructional materials

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Utilizing a Professional Learning Community structure, each school will identify universal screening tools for reading that will determine which students need additional support to meet grade level standards.</p>	<p>Students in grades 2-5 were assessed with DIBELS and those students not meeting benchmarks were provided intervention services.</p> <p>Students in grades 6-8 used the STAR reading assessment and the underperforming students received additional individualized reading instruction.</p> <p>Students in grades 9-11 used the My Perspectives reading assessment and the underperforming students received additional individualized reading instruction.</p> <p>Effectiveness: students in grades 2-5 increased reading achievement 78% at or above grade level. Students in grades 9-11, student results will be used as baseline for future analysis.</p>	<p>No costs related to this item</p>	<p>No cost related to this item</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Increase access with two additional classrooms in transitional kindergarten to support kindergarten readiness for students.	57 students participated in transitional kindergarten program. Effectiveness: more than 85% of students are ready for kindergarten.	2 TK Teachers 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$141,000	2 TK Teachers 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$158,472

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Middle school and high school principals will facilitate vertical collaboration between middle and high school regarding coherent math instruction.	<p>Secondary teachers met to discuss vertical alignment in math and identified required changes in the middle school math program, which included homogeneous grouping.</p> <p>Secondary teachers participated in the Science Leadership Team to discuss vertical alignment in science and math and to identify program gaps and make recommendations for 2018-19.</p> <p>Effectiveness: Teacher collaboration was effective in determining need of homogeneous groupings in advanced, grade level, and needs support groups. Science Leadership Team identified program gaps and made recommendations to align courses with NGSS.</p> <p>Carpinteria Middle School teachers determined the need to move to an integrated science model.</p>	No costs related to this item	No cost related to this item

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A) Provide training for K-12 teachers district-wide on ELD standards, and for K-5 teachers training on 4 daily instructional strategies to implement in designated ELD. Secondary teachers will implement strategies for integrated ELD throughout all of their lessons.</p>	<p>In August 2017 CUSD collaborated with SBCEO to facilitate professional learning on ELD standards and teaching strategies for TK-12 teachers. During the school year, TK-5 teachers implemented 30 minutes of directed ELD. Secondary teachers integrated ELD in the core curriculum.</p> <p>Effectiveness: reclassification rates improved from 5.1% to 15.2%.</p>	<p>Release Time Substitutes 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$84,769</p>	<p>Release Time Substitutes 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$37,872</p> <p>Release Time Substitutes 1000-3999 Certificated Salaries and Benefits Title I \$6,314</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Elementary site principals will provide release time in grade level teams to plan curriculum for designated ELD groups.</p>	<p>During PLC meetings at the elementary schools, teachers reviewed ELD instruction to make improvements.</p> <p>Effectiveness: New ELD materials were used for instruction, Improvement is expected by next year.</p>	<p>Release Time Substitutes 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$2,000</p>	<p>Release Time Substitutes 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$2,000</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>At Canalino School, Implement a dual language immersion program with two classes in kindergarten. Implement an assessment system to monitor student progress.</p>	<p>Canalino School implemented the new DLI program in two kindergarten classes. Maravillas assessment for reading and Bridges for math were implemented.</p> <p>Effectiveness: student results of the assessments indicate DLI K students are on track for mastering all the K standards by June.</p>	<p>2 DLI Teachers 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$141,000</p>	<p>4 DLI Teachers 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$213,415</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Carpinteria High School will identify cohorts of students for whom to create SDAIE sections in science and social studies.</p>	<p>EL students received ELD support in their clustered science and social studies sections.</p> <p>Effectiveness: student's overall grades improved in comparison to previous years.</p>	<p>ELD Teacher 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$114,741</p> <p>ELD Teacher 1000-3999 Certificated Salaries and Benefits Title II \$18,242</p>	<p>ELD Teacher 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$122,288</p> <p>ELD Aide 2000-3999 Classified Salaries and Benefits Title III \$19,564</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Schools will provide intervention services for identified students including:</p> <ul style="list-style-type: none"> • technology programs that address skill gaps • small group instruction during the regular school day utilizing instruction assistants • enrollment in After School Programs • participation in the extended learning period 	<p>Elementary students received reading intervention in small group targeted instruction. Students also used Lexia and Edmentum software programs.</p> <p>Secondary students received reading and math support from tutors and after school, and extended learning programs.</p> <p>Effectiveness: 78% of K-5 students are on grade level in reading and 73% are on grade level in math.</p>	<p>Intervention Periods 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$274,059</p> <p>After School Program 2000-3999 Classified Salaries and Benefits Title IV \$114,289</p> <p>After School Program 2000-3999 Classified Salaries and Benefits After School Education and Safety (ASES) \$440,000</p> <p>Extended Learning Periods CHS 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$482,807</p> <p>Classroom Aides 2000-3999 Classified Salaries and Benefits Supplemental and Concentration \$551,685</p> <p>Supplemental Learning Tools/Materials 4000-4999: Books And Supplies Supplemental and Concentration \$112,237</p>	<p>Intervention Periods 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$335,501</p> <p>After School Program 2000-3999 Classified Salaries and Benefits Title IV \$134,927</p> <p>After School Program 2000-3999 Classified Salaries and Benefits After School Education and Safety (ASES) \$485,222</p> <p>Extended Learning Periods CHS 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$491,299</p> <p>Classroom Aides 2000-3999 Classified Salaries and Benefits Supplemental and Concentration \$562,988</p> <p>Supplemental Learning Tools/Materials 4000-4999: Books And Supplies Supplemental and Concentration. \$170,317</p>

		Library Media Techs 2000-3999 Classified Salaries and Benefits Supplemental and Concentration \$271,310	Library Media Techs 2000-3999 Classified Salaries and Benefits Supplemental and Concentration \$265,266
		After School Program Materials 4000-4999 Books And Supplies Title IV \$31,150	After School Program Materials 4000-4999: Books And Supplies Title IV \$18,086
		After School Program Contracts 5000-5999: Services And Other Operating Expenditures Title IV \$41,914	After School Program Contracts 5000-5999: Services And Other Operating Expenditures Title IV \$36,232

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
District science leadership team will collaborate with BaySci partners to design a comprehensive system of Next Generation Science Standards (NGSS) aligned instruction beginning with a district wide professional development day for TK-12 teachers in August 2017. Principals, grade level chairs, and department chairs will begin meeting to discuss integrated curriculum approaches district wide.	District science leadership team met a total of 6 days over the course of the school year with BaySci partners to plan, design the implementation of K-12 of Next Generation Science Standards (NGSS). During the TK-12 staff development days, teachers participated in professional development with science teacher leaders to align instruction to NGSS standards. Effectiveness: K-12 science instruction was aligned to NGSS. New elementary science curriculum was adopted for implementation in 2018-19	Summer Institute 1000-3999 Certificated Salaries and Benefits Title II \$21,418 Co-Curricular and Grade Level Chairs 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$80,914	Summer Institute 1000-3999 Certificated Salaries and Benefits Title II \$21,418 Co-Curricular and Grade Level Chairs 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$82,567

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B) K-5 teachers will pilot an ELA/ELD program in 2017-18 with purchase for 2018-19.</p>	<p>TK-5 teachers piloted ELA/ELD programs Wonders, Journeys and Ready Gen.</p> <p>Effectiveness: Teachers piloted Wonders and Ready Gen and made a recommendation to adopt programs for implementation in 2018-19.</p>	<p>No cost related to this item</p>	<p>No cost related to this item</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

High quality standard based instruction was implemented for all TK-12 students with particular emphasis on improving student achievement in ELD, math and science.
 ELD and special ed programs at CMS and CHS need further improvements for student success.
 Student subgroups of English learners and Special Ed students continue to struggle with mastery of grade level standards and require intensive specialized instruction.
 Next year coaching will be provided to special education teachers at CMS to improve their specialized instruction for special ed students. ELD programs will be improved through ongoing professional development for content teachers.

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

Transitional Kindergarten program was very effective, 85% of students attending are ready for kindergarten.
 Reading achievement increased to 78% at or above grade level for students in grades 2-5, and 73% of student are at or above grade level in math.
 Emphasis on ELD instruction resulted in an increased reclassification criteria, from 5.1% to 15.2%.
 Dual Language Immersion assessment results indicate that students are on track to master kindergarten standards.
 Carpinteria Middle School will create an integrated science model and secondary teachers will collaborate to develop lessons, pacing guides and identifying curriculum for full implementation in 2019.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.6 The district spend more on DLI teacher costs by \$ 72,415 due to the placement of higher placed veteran teachers.

1.8 The district spent more on Supplemental Learning tools by \$ 59,080 due to the purchase of additional material and supplemental curriculum.

1.8 The district spent more on Intervention periods of \$61,442 due to the assignment of additional sections added at both the Middle and High Schools

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

New AMO: More than 50% students in grades 5,8,11 will achieve grade level proficiency in math, and more than 60% in ELA in the CAASPP assessment.

More than 20% EL students will be redesignated as RFEP by Grade 8.

The metric for ELs to grow at least one level in the ELPAC will not be used, instead the metric will be 80% of EL students will score at the Moderately Developed or Well Developed level on the ELPAC.

The KSEP will no longer be a metric used to measure kindergarten readiness.

Added to the AMO: 100% of teachers are appropriately assigned and fully credentialed.

Action 7, Carpinteria High School will not create SDAIE sections in science and social studies.

Actions 8, 9, and 10, students to be served was changed from EL to ALL students.

New action 11 was added to address digital skills and citizenship.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

All students actively engage in learning and participate in a positive school culture in partnership with parents.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator California Healthy Kids Survey (CHKS) Average Daily Attendance Chronic Absenteeism Rates Truancy Rates Dropout Rates Suspension Rates Expulsion Rates Parent Participation</p> <p>17-18 70% of students will report a high level of school connectedness</p> <p>Average Daily Attendance will be maintained at 95%</p> <p>Chronic Absenteeism will decrease by at least 1%</p>	<p>Over 90% of students reported a moderate to high level of school connectedness (CHKS): 96% Grade 5; 92% Grade 7; 94% Grade 9; 91% Grade 11 (Target met)</p> <p>Average Daily Attendance rate for 2016-17 was 95.59% this is a decrease of 0.18%. (Target not met)</p> <p>Chronic Absenteeism baseline rate for 2016-17 was 11.2%. Rate for 2017-18 is estimated to be 8% (Target met)</p>

Expected

Truancy rates will decrease by at least 1%

Middle School will maintain a dropout rate of 0%
High Schools dropout rate will decrease by 0.5%

Suspension rate will be maintained or decreased from the previous year

Expulsion rate will be maintained at 0.3% or less

This will be the base year for parent engagement
Parents will participate in the CHKS parent survey

Baseline

CHKS - % reporting a high level of school connectedness:
5th grade 74%
7th grade 65%
9th grade 71%
11th grade 69%

Average Daily Attendance
2015-16 95.77%

Chronic Absenteeism 11.5%

Truancy:
2014-15 18.97%

Dropout Rates:
2015-16 0% - Middle School
2015-16 4% - High Schools

Suspension Rates:
2014-15 3.2%

Expulsion Rates:
2014-15 0.3%

2017-18 will be the base year for parent engagement

Actual

Truancy rate: waiting for final data, will update in August 2018)

Middle School dropout rate remained at 0%
High Schools dropout rate decreased from 0.7% to 0.6% (Target met)

Suspension rate increased from 2.5% to 4.9% (Target not met)

Expulsion rate increased from 0.35% to 0.51% (Target not met)

CHKS Parent Survey:

89% of parents attended a school/class event
61% of parents served as a volunteer in their child's school/class
95% of parents attended a general school meeting
98% of TK-5 parents attended a parent-teacher conference

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A) Schools will review monthly attendance reports, evaluate reasons for tardiness and absenteeism and develop a district wide action plan to increase attendance.</p>	<p>A) District-wide monthly attendance rates were monitored to intervene with individual students and parents, school counselors developed intervention plans to increase student attendance, as a result, chronic absenteeism rate dropped by 3%.</p>	<p>Academic Counselors 1000-3999 Certificated Salaries and Benefits Base \$324,182</p>	<p>Academic Counselors 1000-3999 Certificated Salaries and Benefits Base \$472,928</p>
<p>B) Mental health therapists and school counselors will provide services and support to students in a tiered system of social and emotional support, in cooperation with the school psychologist. The team at each site will meet on a weekly basis to review current cases and referrals to determine level of need and appropriate services. A confidential copy of the meeting notes will be shared only with the site principal.</p>	<p>B) At each school site, mental health team met on a weekly basis to discuss student needs and monitor student progress and determine individual intervention plans. Therapeutic services were provided by school counselors, school psychologists and mental health therapists. Referrals were made to Carpinteria Children's Project for family therapy and parent education.</p>	<p>Therapeutic Counselors 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$400,984</p>	<p>Therapeutic Counselors 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$306,885</p>
<p>C) All schools will provide varied opportunities for family engagement such as ELAC, parent support groups, school site council, athletic booster club, volunteers in many capacities.</p>	<p>C) More than 50% of parents participate in Superintendent's Parent Advisory Committee, School Site Councils, DELAC, ELAC, school parent support groups, and athletic booster club.</p>	<p>Psychologist 1000-3999 Certificated Salaries and Benefits Base \$44,264</p>	<p>Psychologist 1000-3999 Certificated Salaries and Benefits Base \$44,264</p>
<p>D) Elementary and middle school sites continue to implement positive behavioral interventions and supports, educate stakeholders on expectations,</p>	<p>D) K-8 schools implemented PBIS strategies and piloted social competency programs. At CMS</p>	<p>Psychologist 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$104,182</p>	<p>Psychologist 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$201,431</p>
		<p>Edmentum Academy 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000</p>	<p>Edmentum Academy 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$65,932</p>
		<p>Student Information System 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>	<p>Student Information System 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>

continued professional development will be provided through staff meetings.

E) At all sites, administrative staff will work with each site staff to develop alternatives to suspension and expulsion. In addition, the Director of Special Education and the Pupil Services administrator will further develop the district instruction program to be more student centered and academically focused.

F) The District will begin exploring Restorative Justice practices with initial training provided to administrators, and meetings held with parents and teachers to gain feedback.

Just Communities provided professional development for teachers and students in improving the school climate. At CHS student work with AHA counselors to improve the school climate.

E) No students were expelled from the district, a full time district instruction program was implemented at Rincon High School to support defiant and disruptive students.

F) The Leadership Team participated in professional development on Restorative Justice practices which will be implemented in the 2018-19 school year.

Effectiveness: Chronic Absenteeism rates improved. Students received therapeutic services as needed. Over 90% of parents attended a school event or a general parent meeting and 98% of parents attended TK-5 parent-teacher conferences. Students reported a high feeling of school connectedness in the CHKS. Expulsions from district were reduced to zero. Administrators developed a plan to implement Restorative Justice practices in 2018-19

\$21,100

Electronic Communication and Assessments
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration
\$21,760

\$24,107

Electronic Communication and Assessments
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration
\$21,760

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Several programs will be implemented to increase positive school culture and climate at the middle and high schools: Attitude Harmony and Achievement (AHA) meets with all 9th grade students during GFSF class. AHA facilitators work with students on socio-emotional strategies.</p> <p>Where Everyone Belongs (6th grade) mentors from 8th grade work with incoming 6th grade students to orient students about school culture and services.</p> <p>Link Crew (9th grade) mentors from 11th and 12th grade work with incoming 9th grade students to orient students about school culture and services.</p>	<p>Carpinteria Middle School implemented Just Communities Talking Class program to increase positive school culture. Additionally Positive Behavior Intervention Strategies (PBIS) was implemented school-wide.</p> <p>Carpinteria High School Attitude Harmony and Achievement (AHA) met with all 9th grade students during GFSF class. AHA facilitators work with students on social-emotional strategies.</p> <p>At CMS and CHS, upper grade students mentor lower grade students (Where Everyone Belongs and Link Crew).</p> <p>Effectiveness: students reported a high level of school connectedness in the CHKS.</p> <p>Overall improvement of the school culture and climate was improved by AHA, Link Crew, Where Everyone Belongs, and PBIS. Students were able to identify resources available. The impact of the December and January disasters reduced the opportunities to support students as they dealt with the emergencies.</p>	<p>Attitude Harmony and Achievement 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,000</p> <p>Link Crew Teacher Extra Duty 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$1,500</p>	<p>Attitude Harmony and Achievement 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,000</p> <p>Link Crew Teacher Extra Duty 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$1,500</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions/services were implemented and the drop-out rate at HS improved by .1%.
While individual attendance rates were monitored, 16 days of missed school due to fire and flood disasters affected the overall attendance.
Mental health services are limited due to lack of funding for mental health counselors.
Suspension rates at CMS are unacceptable and PBIS will need to be consistently implemented next year throughout all classrooms.

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

The effectiveness of the actions/services showed an improved attendance rate, students reported a high level of school connectedness and expulsions from district were reduced to zero.
Overall improvement of school culture and climate was improved due to utilizing the AHA, Link Crew, Where Everyone Belongs and PBIS.
There was a high level of parent participation in school events, general meetings and parent-teacher conferences.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.1 The adjusted costs between Academic and Therapeutic counselors to reflect actual assignments and increase the costs of Academic Counselors by \$55,367 for a Temporary Teacher to replace a teacher on Leave of Absence.
2.1 The district spent more on Edmentum by \$40,932 due to the purchase of additional software tools for all grades K-12.

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

New AMO: more than 90% of students will report a high level of school connectedness, academic motivation, high expectations, and meaningful participation, more than 95% staff, students, and parents will report that CUSD schools are safe and respectful.
Attendance rates will be greater than 95%, chronic absenteeism will be less than 5%, truancy rate will be less than 5%, drop-out rate will be 0%, suspension rate will be less than 1%, and expulsions will be reduced to zero. Increase parent participation to more than 60%.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

All students will graduate from high school college and career ready

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator
 Graduation Rate

A-G Readiness

Advanced Placement (AP) and Honors class enrollment

Career Technical Education (CTE) Enrollment

Students demonstrating college preparedness (EAP)

17-18

Maintain a graduation rate at 95% or higher

A-G readiness

Maintain a rate of 45% or higher

Graduation rate for 2017 was 96.2% (Target met)

A-G readiness: Students meeting A-G requirements increased from 41.9 to 43.9% (Target not met)

Expected

AP/Honors enrollment
Maintain a rate of 40% or higher

CTE enrollment:
Maintain a rate of 35% or higher

Students demonstrating college preparedness:
Increase by 5%

Baseline

Graduation Rate:
2015-16 93.8%

A-G Readiness:
2015-16 41.9%

AP/Honors enrollment:
2016-17 48%

CTE enrollment:
2016-17 38%

Students demonstrating college preparedness:
59% (includes students who meet A-G and/or met or exceeded standard on both ELA and Math on the CAASPP)

Actual

AP/Honors enrollment: Student enrollment in at least one AP/Honors class decreased from 48% to 45% (Target met)

CTE enrollment:
41% of students are enrolled in at least one CTE class increased from 38% to 41% (Target met)

College/Career Indicator:
43.2 % of students are prepared for college, this was an increase of 4.3%
27.1% of students are at the approaching prepared level (Target not met)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A) 9th grade Get Focused, Stay Focused program.</p> <p>B) Presentations provided to parents and students on graduation requirements, financial</p>	<p>A) All 9th grade students participated in Get Focused, Stay Focused program and developed a 10 year plan for college and career. More students enrolled in A-G required courses.</p>	<p>Get Focused Stay Focused 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$17,178</p>	<p>Get Focused Stay Focused 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$17,997</p>

aid, and career post-secondary education.

C) Schools will offer college field trips and college going activities.

D) Summer workshops will be offered to seniors and their parents to prepare them for college admission cycle.

E) Provide access to course pathways and enrollment in Career Technical Education (CTE) courses at all high schools through outreach efforts and CA Pathways grant.

F) Provide CTE professional development and identify student internship opportunities.

G) Educational plans for students will include A-G completion and post-secondary options including SBCC/Promise.

B) 30% of parents and students participated in several presentations on graduation requirements, financial aid, and career post-secondary education.

C) Junior and Senior students participated on college field trips and college activities.

D) EAOP counselor provided workshops to 20 juniors/seniors and their parents to prepare them for college admission cycle.

E) 41% of student enrolled in CTE classes through the CA Pathways grant.

F) Less than 5% of students enrolled in CTE courses participated in student internship and job shadowing programs.

G) The 10 year educational plans for all students included A-G requirements and post-secondary options including SBCC/Promise program.

Effectiveness: College field trips and presentations from college representatives were very effective in supporting juniors and seniors deciding where to apply or where to attend college. There was an increase in students who applied to UC colleges. FAFSA application completion rates also increased. Overall

College Field Trips
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,000

CTE Courses
1000-3999 Certificated Salaries and Benefits
Governors CTE Initiative: California Partnership Academies \$26,214

EAOP Services UC Regents
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$35,000

CTE Course Materials
4000-4999 Materials and Supplies
Governors CTE Initiative: California Partnership Academies \$25,000

CTE Course Contracts
5000-5999: Services And Other Operating Expenditures
Governors CTE Initiative: California Partnership Academies \$21,607

College Field Trips
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,000

CTE Courses
1000-3999 Certificated Salaries and Benefits
Governors CTE Initiative: California Partnership Academies \$30,277

EAOP Services UC Regents
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$35,000

CTE Course Materials
4000-4999: Books And Supplies
Governors CTE Initiative: California Partnership Academies \$1,000

CTE Course Contracts
5000-5999: Services And Other Operating Expenditures
Governors CTE Initiative: California Partnership Academies \$2,862

participation in college workshops increased.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
AVID classes continue to be offered at Carpinteria Middle School and Carpinteria High School.	100 CHS and 90 CMS students participated in AVID classes. Effectiveness: AVID students meeting a-g requirements increased.	AVID periods 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$106,621	AVID Periods 1000-3999 Certificated Salaries and Benefits Supplemental and Concentration \$92,560

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions/services were implemented to increase the graduation rate, the A-G, course completion, and the CTE enrollment, it will take the next three years to reach our goal.

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

The actions/services achieved 75% of the goals with only the AP/Honors course enrollment decreasing. However, 43% college/career ready is unacceptable and needs to be increased to more than 85%. College field trips and presentations were very effective in supporting students deciding where to apply for college. There was an increase in students who applied to UC colleges. FAFSA application completion rates also increased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district spent less on the CTE Incentive as this is a multi-year grant and budgets are placeholders. The majority of the grant will be expensed in 2018-19.

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

New AMO: 100% of students will graduate from high school, 50% of students will meet A-G requirements, 50% of students will enroll in one or more AP/Honors course, 50% of students will enroll in a CTE course, and 75% of student will be college/career ready.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 4

Facilities are safe and well-maintained for all students and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

California Healthy Kids Survey

Staff survey

Parent survey

17-18

CHKS

Maintain at least an 80% rating in perceived feeling of safety at school.

Staff Survey

Maintain at least a 90% rating of staff reporting that schools are a safe place for students and staff

Increase the percentage of staff reporting that facilities are well maintained by 5%

Parents will be surveyed using the CHKS

CHKS Student Survey:

Students reported feeling safe at school as follows:

95% Grade 5; 91% Grade 7; 95% Grade 9; Grade 11 98% (Target met)

CHKS Staff Survey:

93% of staff agree or strongly agree that schools are a safe place for students

92% of staff agree or strongly agree that schools are a safe place for staff

79% of staff agree or strongly agree that school facilities are clean and well maintained

(Target met)

Expected

Baseline

CHKS

Students report feeling safe at school all or most of the time

Grade 5 87%

Grade 7 75%

Grade 9 77%

Grade 11 80%

Staff Survey

95% agree or strongly agree that schools are a safe place for students

92% agree or strongly agree that schools are a safe place for staff

73% agree or strongly agree that facilities are well maintained

2017-18 will be the baseline year for parent survey

Actual

CHKS Parents Survey:

93% of parents agree or strongly agree that schools are a safe place for students

79% of parents agree or strongly agree that school facilities are clean and well maintained

(Target met)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) School sites will be clean and well maintained utilizing the work order system to prioritize jobs.	A) Custodial and maintenance staff cleaned and maintained school facilities utilizing the new work order system.	Maintenance Staff and Supplies 2000-3999 Classified Salaries and Benefits Base \$763,196	Maintenance Staff and Supplies 2000-3999 Classified Salaries and Benefits Base \$774,753
B) Measure U construction will begin in Summer of 2017.	B) Measure U construction for modernization and upgrades began in the Summer of 2017. Teacher technology tools were installed in every classroom for multi-media instruction.	IDVILLE ID Badge Materials 4000-4999: Books And Supplies Supplemental and Concentration \$1,800	IDVILLE ID Badge Materials 4000 Books and Supplies Supplemental and Concentration \$1,804
C) District and site committees will provide feedback and suggestions to District staff to ensure safety.	C) District and site committees met monthly to discuss school safety and provide recommendations to the leadership team.	Hour Zero Crisis Counseling 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000	Hour Zero Crisis Counseling 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000
D) School safety plans will be reviewed annually and updated as needed.			

D) School safety plans were updated to include active shooter plans and drills and approved by the Board on February 2018.

Effectiveness: Teacher technology tools were installed in every classroom and used for multi-media instruction.
Sign-in and badge system was used for school visitors, the Board allocated funds for physical security analysis of all school sites. All teachers were trained on active shooter plans.

Safety Committee Meeting Extra Duty
1000-3999 Certificated Salaries and Benefits
Supplemental and Concentration \$2,154

Safety Committee Meeting Extra Duty
1000-3999 Certificated Salaries and Benefits
Supplemental and Concentration \$2,154

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

While all actions and services were implemented, the quality of cleaning services was not monitored. Next year the site administrators will be supervising the custodians for daily cleanliness.

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

Teacher technology tools were installed in every classroom and used for multi-media instruction.
Sign-in and badge system was used for school visitors, the Board allocated funds for physical security analysis of all school sites.
All teachers were trained on active shooter plans.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences exist under this goal.

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

New AMO: More than 95% of students, staff, and parents will report that schools are safe, respectful, and well-maintained.
New action was added, all staff will complete the Hour Zero emergency online training. Additional campus security time will be added to CMS and CHS.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

The Leadership Team, facilitated by the Superintendent, met twice a month to discuss student learning, curriculum instruction and technology integration, student assessments, special programs, progress of LCAP and district goals, school climate, parent participation, and district operations.

The Leadership Team developed the LCAP and shared the recommended plan and its actions and services with the following groups for questions comments and feedback:

- Faculty and staff at staff meetings on April 4, May 22, May 31, June 4
- Presented to the local bargaining unit during monthly collaboration meetings in March
- School Site Councils on April 16, 2018, May 21
- Parent groups including ELAC and DELAC and the district Parent Advisory Committee on April 25, May 15, May 23, May 24, May 30, June 6
- Student Body Group at the secondary schools on May 21
- Presented at the June 12, 2018 Board meeting for public input and feedback

Board Approval: June 26, 2018

Impact on LCAP and Annual Update

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

Stakeholder engagement over the 2017/18 school year has indicated the following considerations:

Increase the English Learners Reclassification rate with specific instruction in English Language Development. Teachers across all levels indicated in surveys the need for additional support to reach English Learners. Parents of English learners expressed their concern about English Language Achievement. Stakeholders would like a coherent district-wide approach and plan to increase English Learners performance on state and local assessment, including the ELPAC, and increase reclassification rates. Parents also expressed interest in early multi-lingual/biliteracy programs including DLI.

Additionally, teachers and administrators indicated a need for researched-based reading intervention programs to increase grade level reading proficiency by 3rd grade. Social-emotional learning and digital citizenship programs TK-12. A tiered intervention system for social-emotional and behavioral interventions. Student engagement at the middle school and high school to improve student achievement. Integrated technology for college/career readiness. Parent communications regarding transition to middle school and high school.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Increase student learning with high quality standards-based instruction that is differentiated for every student

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

The majority of students have not achieved proficiency in Math and English nor have English learners been reclassified Fluent English proficient by grade 8.

English learners need a stronger and more personalized learning plan implemented by highly trained teachers.

Students not meeting grade level standards need additional support to be successful.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Kindergarten Student Entrance Profile (KSEP)	KSEP 77% of students scored Ready or Almost Ready for Kindergarten	Maintain KSEP scores at 77% or higher	KSEP - N/A	KSEP - N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>California Assessment of Student Performance and Progress (CAASPP)</p>	<p>CAASPP: English Language Arts:</p> <ul style="list-style-type: none"> • All students 3.3 points above meeting standard (green) in the dashboard • English Learners subgroup 24.9 points below meeting standard (yellow) • Socioeconomically Disadvantaged subgroup 15.2 points below meeting standard (yellow) • Hispanic or Latino subgroup 14.4 points below meeting standard (yellow) • Students with disabilities subgroup 79.1 points below meeting 	<p>CAASPP: English Language Arts:</p> <ul style="list-style-type: none"> • All students will increase 10 points to maintain at green • English Learners subgroup will increase 10 points to be closer to green • Socioeconomically Disadvantaged subgroup will increase 10 points to be closer to green • Hispanic subgroup will increase 10 points to advance to green • Students with disabilities subgroup will increase 10 points 	<p>CAASPP: More than 60% of student in grades 5, 8, and 11 will achieve grade level proficiency in English Language Arts.</p> <p>More than 50% of students will achieve grade level proficiency in math</p>	<p>CAASPP: More than 60% of student in grades 5, 8, and 11 will achieve grade level proficiency in English Language Arts.</p> <p>More than 50% of students will achieve grade level proficiency in math</p>

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

standard
(yellow)

Math:

- All students 33 points below meeting standard (yellow) in the dashboard
- English Learners subgroup 59.1 points below meeting standard (yellow)
- Socioeconomically Disadvantaged subgroup 50.2 points below meeting standard (yellow)
- Hispanic or Latino subgroup 50.7 points below meeting standard (yellow)
- Students with disabilities subgroup 120.2 points below meeting

Math:

- All students will increase 10 points to advance to green
- English Learners subgroup will increase 10 points to be closer to green
- Socioeconomically Disadvantaged subgroup will increase 10 points to be closer to green
- Hispanic or Latino subgroup will increase 10 points to be closer to green
- Students with disabilities subgroup will increase 10 points

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Local Assessments: 9th and 10th Grade CAASPP ELA and Math Interim Assessments</p>	<p>standard (orange)</p> <p>Local Assessments: 9th and 10 grade CAASPP ELA and Math Interim Assessments.</p> <p>This is a baseline year.</p>	<p>Local Assessments: 9th and 10 grade CAASPP ELA and Math Interim Assessments.</p> <p>Students will show a 2% growth in meeting or exceeding state standards when compared with the previous year's CAASPP results with subgroups increasing 0.5% more than the average</p>	<p>Local Assessments: N/A</p>	<p>Local Assessments: N/A</p>
<p>California English Language Development (CELDT English Language Proficiency Assessment for California (ELPAC)</p>	<p>CELDT (ELPAC) 69% of students scored Early Advanced or Advanced Overall</p> <p>40% of English Learners grew by at least one level in the CELDT</p> <p>Long Term English Learners (LTEL) or at risk LTEL 26%</p> <p>Reclassification rate for 2016-17 is 5.1%</p>	<p>45% of English Learners will grow by at least one level in the CELDT/ELPAC</p> <p>Decrease Long Term English Learner rate by 5%</p> <p>Maintain reclassification rate at 5.1% of English Learners</p>	<p>More than 80% of English learners will score in the Well Developed or Moderately Developed Level on the ELPAC.</p> <p>Long Term English Learners will decrease by 5%</p> <p>20% of students will be reclassified by 8th grade</p>	<p>More than 80% of English learners will score in the Well Developed or Moderately Developed Level on the ELPAC.</p> <p>Long Term English Learners will decrease by 5%</p> <p>20% of students will be reclassified by 8th grade</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Access to instructional Materials (Williams)	100% of students have access to instructional materials	100% of students have access to instructional materials	100% of students have access to instructional materials 100% of teachers are appropriately assigned and fully credentialed.	100% of students have access to instructional materials 100% of teachers are appropriately assigned and fully credentialed.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Utilizing a Professional Learning Community structure, each school will identify universal screening tools for

2018-19 Actions/Services

CMS and CHS Professional Learning Community meetings are held regularly to monitor student progress and adjust

2019-20 Actions/Services

CMS and CHS Professional Learning Community meetings are held regularly to monitor student progress and adjust

reading that will determine which students need additional support to meet grade level standards.	instruction. TK-5 grade level teams monitor student progress in both reading, math and ELD by analyzing common assessment data to adjust instruction and to provide targeted instruction with RTI (Response to Intervention) groups. Leadership team meets twice a month to reflect on and improve school and district leadership practices to promote increased professional collaboration for student achievement.	instruction. TK-5 Grade level teams monitor student progress in both reading, math and ELD by analyzing common assessment data to adjust instruction and to provide targeted instruction with RTI (Response to Intervention) groups. Leadership team meets twice a month to reflect on and improve school and district leadership practices to promote increased professional collaboration for student achievement.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	No costs related to this item	No costs related to this item	no costs related to this item

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	Specific Grade Spans: TK

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A) Increase access with two additional classrooms in transitional kindergarten to support kindergarten readiness for students.

2018-19 Actions/Services

TK program will be provided to increase students' readiness for school

Collaboration with Carpinteria Children's Project and preschool special education will continue to increase students' readiness for schools.

2019-20 Actions/Services

TK program will be provided to increase students' readiness for school

Collaboration with Carpinteria Children's Project and preschool special education will continue to increase students' readiness for schools.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$141,000	\$206,109	\$209,201
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999 Certificated Salaries and Benefits 2 TK Teachers	1000-3999 Certificated Salaries and Benefits 2 TK Teachers	1000-3999 Certificated Salaries and Benefits 2 TK Teachers

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

Middle school and high school principals will facilitate vertical collaboration between middle and high school regarding coherent math instruction.

2018-19 Actions/Services

Secondary teachers will regularly collaborate to align math programs.
K-5 teachers implement newly adopted math program, Bridges, and participate in monthly professional learning to monitor implementation and student progress.

2019-20 Actions/Services

Secondary teachers will regularly collaborate to align math programs.
K-5 teachers continue implementation of newly adopted math program, Bridges, and participate in monthly professional learning to monitor implementation and student progress.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	No costs related to this item	No costs related to this item	No costs related to this item

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A) Provide training for K-12 teachers district-wide on ELD standards, and for K-5 teachers training on 4 daily instructional strategies to implement in designated ELD. Secondary teachers will implement strategies for integrated ELD throughout all of their lessons.

2018-19 Actions/Services

TK-12 teachers will continue to participate in ELD professional learning to improve ELD programs and collaborate on a regular basis to monitor the progress of ELD program improvements.

Teachers implement at least 30 minute daily designated ELD program.

CMS and CHS teachers implement strategies for ELD integration, a new English program, and reading and writing interventions during extended learning time at CHS.

2019-20 Actions/Services

TK-12 teachers will continue to participate in ELD professional learning to improve ELD programs and collaborate on a regular basis to monitor the progress of ELD program improvements.

Teachers implement at least 30 minute daily designated ELD program.

CMS and CHS teachers implement strategies for ELD integration, a new English program, and reading and writing interventions during extended learning time at CHS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$84,769	\$35,061	\$35,061
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999 Certificated Salaries and Benefits Release Time Substitutes	1000-3999 Certificated Salaries and Benefits Release Time Substitutes	1000-3999 Certificated Salaries and Benefits Release Time Substitutes

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: K-5

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Elementary site principals will provide release time in grade level teams to plan curriculum for designated ELD groups.

2018-19 Actions/Services

K-5 teachers implement new English Language Arts curriculum with the new ELD program

2019-20 Actions/Services

K-5 teachers continue to implement newly adopted English Language Arts curriculum with the new ELD program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	0	0
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	1000-3999 Certificated Salaries and Benefits Release Time Substitutes	No cost related to this item	No cost related to this item

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: K-2

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

At Canalino School, Implement a dual language immersion program with two classes in kindergarten. Implement an assessment system to monitor student progress.

2018-19 Actions/Services

Canalino School will continue the dual language immersion program with two classes in kindergarten and two classes in first grade.

2019-20 Actions/Services

Canalino School will continue the dual language immersion program with two classes in kindergarten, two classes in first grade, and two classes in second grade.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$141,000	\$194,054	\$196,965
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999 Certificated Salaries and Benefits 2 DLI Teachers	1000-3999 Certificated Salaries and Benefits 2 DLI Teachers	1000-3999 Certificated Salaries and Benefits 2 DLI Teachers

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Carpinteria High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

Carpinteria High School will identify cohorts of students for whom to create SDAIE sections in science and social studies.

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$114,741	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	1000-3999 Certificated Salaries and Benefits ELD Teacher		

Amount	\$18,242	N/A	N/A
Source	Title II	Not Applicable	Not Applicable
Budget Reference	1000-3999 Certificated Salaries and Benefits ELD Teacher		

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Schools will provide intervention services for identified students including:

- technology programs that address skill gaps
- small group instruction during the regular school day utilizing instruction assistants
- enrollment in After School Programs

2018-19 Actions/Services

K-12 teachers will implement intervention software to provide students with targeted instruction in ELA and math.

Reading and writing interventions are provided to small groups of high needs students utilizing instructional assistants.

K-12 after school programs will provide

2019-20 Actions/Services

K-12 teachers will implement intervention software to provide students with targeted instruction in ELA and math.

Reading and writing interventions are provided to small groups of high needs students utilizing instructional assistants.

K-12 after school programs will provide

- participation in the extended learning period

students with additional academic tutoring supports.

students with additional academic tutoring supports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$274,059	\$334,619	\$339,639
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999 Certificated Salaries and Benefits Intervention Periods	1000-3999 Certificated and Benefits Intervention Periods	1000-3999 Certificated Salaries and Benefits Intervention Periods
Amount	\$114,289	\$151,299	\$151,299
Source	Title IV	Title IV	Title IV
Budget Reference	2000-3999 Classified Salaries and Benefits After School Program	2000-3999 Classified Salaries and Benefits After School Program	2000-3999 Classified Salaries and Benefits After School Program
Amount	\$440,000	\$483,201	\$483,201
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	2000-3999 Classified Salaries and Benefits After School Program	2000-3999 Classified Salaries and Benefits After School Program	2000-3999 Classified Salaries and Benefits After School Program
Amount	\$482,807	\$484,918	\$492,192
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999 Certificated Salaries and Benefits Extended Learning Periods CHS	1000-3999 Certificated Salaries and Benefits Extended Learning Periods CHS	1000-3999 Certificated Salaries and Benefits Extended Learning Periods CHS

Amount	\$551,685	\$606,943	\$606,943
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-3999 Classified Salaries and Benefits Classroom Aides	2000-3999 Classified Salaries and Benefits Classroom Aides	2000-3999 Classified Salaries and Benefits Classroom Aides
Amount	\$112,237	\$14,000	\$14,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplemental Learning Tools/Materials	4000-4999: Books And Supplies Supplemental Learning Tools/Materials	4000-4999: Books And Supplies Supplemental Learning Tools/Materials
Amount	\$271,310	\$268,730`	\$268,730
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-3999 Classified Salaries and Benefits Library Media Techs	2000-3999 Classified Salaries and Benefits Library Media Techs	2000-3999 Classified Salaries and Benefits Library Media Techs
Amount	\$31,150	\$5,417	\$5,417
Source	Title IV	Title IV	Title IV
Budget Reference	4000-4999 Materials and Supplies After School Program Materials	4000-4999: Books And Supplies After School Program	4000 Books and Supplies After School Program
Amount	\$41,914	\$30,638	\$30,638
Source	Title IV	Title IV	Title IV
Budget Reference	5000-5999: Services And Other Operating Expenditures After School Program Contracts	5000-5999: Services And Other Operating Expenditures After School Program	5000-5999: Services And Other Operating Expenditures After School Program

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

District science leadership team will collaborate with BaySci partners to design a comprehensive system of Next Generation Science Standards (NGSS) aligned instruction beginning with a district wide professional development day for TK-12 teachers in August 2017. Principals, grade level chairs, and department chairs will begin meeting to discuss integrated curriculum approaches district wide.

2018-19 Actions/Services

K-12 teachers will participate in professional learning for the development of new science units that are aligned with Next Generation Science Standards (NGSS). K-5 teachers will implement the new science Foss curriculum. CMS and CHS science teachers will pilot new integrated science curriculum.

2019-20 Actions/Services

K-12 teachers will participate in professional learning for the development of new science units that are aligned with Next Generation Science Standards (NGSS). K-5 teachers will implement the new science Foss curriculum.

CMS and CHS science teachers will implement new integrated science curriculum that are aligned with NGSS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,418	\$21,418	\$21,418
Source	Title II	Title II	Title II
Budget Reference	1000-3999 Certificated Salaries and Benefits Summer Institute	1000-3999 Certificated Salaries and Benefits Summer Institute	1000-1999 Certificated Personnel Salaries Summer Institute

Amount	\$80,914	\$81,569	\$81,569
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999 Certificated Salaries and Benefits Co-Curricular and Grade Level Chairs	1000-3999 Certificated Salaries and Benefits Co-Curricular and Grade Level Chairs	1000-1999 Certificated Personnel Salaries Co-Curricular and Grade Level Chairs

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: K-5

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

K-5 teachers will pilot an ELA/ELD program in 2017-18 with purchase for 2018-19.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

K-5 teachers will implement the newly adopted ELA/ELD program Wonders and Ready Gen

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

K-5 teachers will continue implementation of the adopted ELA/ELD program Wonders and Ready Gen

Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

New Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

K-12 teachers will increase students' digital literacy skills by using digital tools and Google Apps, and secondary schools will discuss 1:1 learning environments.

All K-12 students will participate in a digital citizenship programs.

2019-20 Actions/Services

K-12 teachers will increase students' digital literacy skills by using digital tools and Google Apps, and secondary schools will discuss 1:1 learning environments.

All K-12 students will participate in a digital citizenship programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$46,320	\$46,320
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies 1:1 Chromebooks 1 grade CHS	4000-4999: Books And Supplies 1:1 Chromebooks 1 grade CHS

Action 12

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Aliso School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

N/A

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

Aliso School will pilot a new multi-lingual/biliteracy program.

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

Aliso School will implement a new multi-lingual/biliteracy program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	0	0
Source			
Budget Reference		No cost related to this item	No cost related to this item

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

All students actively engage in learning and participate in a positive school culture in partnership with parents.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Create a learning environment where students, staff, and families feel safe, respected and welcomed.
 Reduce suspension, chronic absenteeism and truancy rates. Our rates are higher than average.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California Healthy Kids Survey (CHKS)	CHKS - % reporting a high level of school connectedness: 5th grade 74% 7th grade 65% 9th grade 71% 11th grade 69%	70% of students will report a high level of school connectedness	More than 90% of students will report a high level of school connectedness, academic motivation, high expectations, and meaningful participation on the California Healthy Kids Survey.	More than 90% of students will report a high level of school connectedness, academic motivation, high expectations, and meaningful participation on the California Healthy Kids Survey.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			More than 95% of students, staff, and parents will report that our schools are safe and respectful.	More than 95% of students, staff, and parents will report that our schools are safe and respectful.
Average Daily Attendance	Average Daily Attendance 2015-16 95.77%	Average Daily Attendance will be maintained at 95%	Average Daily Attendance will be 95% or higher	Average Daily Attendance will be 95% or higher
Chronic Absenteeism	Chronic Absenteeism 11.5%	Chronic Absenteeism will decrease by at least 1%	Chronic Absenteeism will be less than 5%	Chronic Absenteeism will be less than 5%
Truancy Rates	Truancy: 2014-15 18.97%	Truancy rates will decrease by at least 1%	Truancy rates will be less than 5%	Truancy rates will be less than 5%
Dropout Rates	Dropout Rates: 2015-16 0% - Middle School 2015-16 4% - High Schools	Middle School will maintain a dropout rate of 0% High Schools dropout rate will decrease by 0.5%	Middle School dropout rate will be 0% High Schools dropout rate will be 0%	Middle School dropout rate will be 0% High Schools dropout rate will be 0%
Suspension Rates Expulsion Rates	Suspension Rates: 2014-15 3.2% Expulsion Rates: 2014-15 0.3%	Suspension rate will be maintained or decreased from the previous year Expulsion rate will be maintained at 0.3% or less	Suspension rate will be less than 1% Expulsion rate will be reduced to 0%	Suspension rate will be less than 1% Expulsion rate will be reduced to 0%
Parent Participation	2017-18 will be the base year for parent engagement	This will be the base year for parent engagement.	Increase parent participation to 60% at every school site for parent conferences, back to school night and open house events.	Increase parent participation to 60% at every school site for parent conferences, back to school night and open house events.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Parents will participate in the CHKS parent survey		

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

A) Schools will review monthly attendance reports, evaluate reasons for tardiness and absenteeism and develop a district wide action plan to increase attendance.

B) Mental health therapists and school counselors will provide services and

2018-19 Actions/Services

A) District-wide monthly attendance rates will be monitored to intervene with individual students and parents, school counselors will develop intervention plans to increase student attendance.

B) At each school site, mental health team

2019-20 Actions/Services

A) District-wide monthly attendance rates will be monitored to intervene with individual students and parents, school counselors will develop intervention plans to increase student attendance.

B) At each school site, mental health team

support to students in a tiered system of social and emotional support, in cooperation with the school psychologist. The team at each site will meet on a weekly basis to review current cases and referrals to determine level of need and appropriate services. A confidential copy of the meeting notes will be shared only with the site principal.

C) All schools will provide varied opportunities for family engagement such as ELAC, parent support groups, school site council, athletic booster club, volunteers in many capacities.

D) Elementary and middle school sites continue to implement positive behavioral interventions and supports, educate stakeholders on expectations, continued professional development will be provided through staff meetings.

E) At all sites, administrative staff will work with each site staff to develop alternatives to suspension and expulsion. In addition, the Director of Special Education and the Pupil Services administrator will further develop the district instruction program to be more student centered and academically focused.

F) The District will begin exploring Restorative Justice practices with initial training provided to administrators, and meetings held with parents and teachers to gain feedback.

will meet on a monthly basis to discuss student needs and monitor student progress and determine individual intervention plans. Therapeutic services will be provided by school counselors, school psychologists and mental health therapists. Referrals will be made to Carpinteria Children's Project for family therapy and parent education.

C) Parents will be asked to participate in Superintendent's Parent Advisory Committee, School Site Councils, DELAC, ELAC, school parent support groups, and athletic booster club.

D) K-8 schools continue to implement Positive Behavior Intervention Strategies (PBIS) and piloted social competency programs to increase positive and respectful behavior. At CMS Just Communities will provide professional development for teachers and students in improving the school climate. At CHS students will work with AHA counselors to improve the school climate.

E) Secondary schools administration will work with site staff to develop alternatives to suspension and expulsion. The district instruction program will be utilized for students who require regular classroom alternatives. Elementary schools will decrease behavior referrals to the principal.

F) Restorative Justice practices will be implemented at all schools.

will meet on a monthly basis to discuss student needs and monitor student progress and determine individual intervention plans. Therapeutic services will be provided by school counselors, school psychologists and mental health therapists. Referrals will be made to Carpinteria Children's Project for family therapy and parent education.

C) Parents will be asked to participate in Superintendent's Parent Advisory Committee, School Site Councils, DELAC, ELAC, school parent support groups, and athletic booster club.

D) K-8 schools continue to implement Positive Behavioral Interventions and Supports (PBIS) strategies and piloted social competency programs to increase positive and respectful behavior. At CMS Just Communities will provide professional development for teachers and students in improving the school climate. At CHS students will work with AHA counselors to improve the school climate.

E) Secondary schools administration will work with site staff to develop alternatives to suspension and expulsion. The district instruction program will be utilized for students who require regular classroom alternatives. Elementary schools will decrease behavior referrals to the principal.

F) Restorative Justice practices will be implemented at all schools.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$324,182	\$329,076	\$329,076
Source	Base	Base	Base
Budget Reference	1000-3999 Certificated Salaries and Benefits Academic Counselors	1000-3999 Certificated Salaries and Benefits Academic Counselors	1000-3999 Certificated Salaries and Benefits Academic Counselors
Amount	\$400,984	\$376,680	\$376,680
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999 Certificated Salaries and Benefits Therapeutic Counselors	1000-3999 Certificated Salaries and Benefits Therapeutic Counselors	1000-3999 Certificated Salaries and Benefits Therapeutic Counselors
Amount	\$44,264	\$38,607	\$38,607
Source	Base	Base	Base
Budget Reference	1000-3999 Certificated Salaries and Benefits Psychologist	1000-3999 Certificated Salaries and Benefits Psychologist	1000-3999 Certificated Salaries and Benefits Psychologist
Amount	\$104,182	\$369,688	\$369,688
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999 Certificated Salaries and Benefits Psychologist	1000-3999 Personnel Salaries and Benefits Psychologist	1000-3999 Personnel Salaries and Benefits Psychologist
Amount	\$25,000	\$98,247	\$98,247
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Edmentum Academy	5000-5999: Services And Other Operating Expenditures Edmentum Academy and Lexia	5000-5999: Services And Other Operating Expenditures Edmentum Academy and Lexia

Amount	\$21,100	\$22,307	\$22,307
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures AERIES	5000-5999: Services And Other Operating Expenditures Aeries	5000-5999: Services And Other Operating Expenditures Aeries
Amount	\$21,760	\$21,760	\$21,760
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Electronic Communication and Assessments	5000-5999: Services And Other Operating Expenditures Electronic Communication and Assessments	5000-5999: Services And Other Operating Expenditures Electronic Communication and Assessments

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: CHS and CMS

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Several programs will be implemented to increase positive school culture and

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

At Carpinteria High School, Attitude Harmony and Achievement (AHA) meet

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

At Carpinteria High School, Attitude Harmony and Achievement (AHA) meet

climate at the middle and high schools: Attitude Harmony and Achievement (AHA) meets with all 9th grade students during GFSF class. AHA facilitators work with students on socio-emotional strategies. Where Everyone Belongs (6th grade) mentors from 8th grade work with incoming 6th grade students to orient students about school culture and services. Link Crew (9th grade) mentors from 11th and 12th grade work with incoming 9th grade students to orient students about school culture and services.

with all 9th grade students during Get Focused Stay Focused (GFSF) classes. AHA facilitators work with students on social-emotional strategies.

At Carpinteria High School and Carpinteria Middle School, upper grade students mentor lower grade students (Where Everyone Belongs and Link Crew).

with all 9th grade students during Get Focused Stay Focused (GFSF) classes. AHA facilitators work with students on social-emotional strategies.

At Carpinteria High School and Carpinteria Middle School, upper grade students mentor lower grade students (Where Everyone Belongs and Link Crew).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$55,000	\$55,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Attitude Harmony and Achievement	5000-5999: Services And Other Operating Expenditures Attitude Harmony and Achievement	5000-5999: Services And Other Operating Expenditures Attitude Harmony and Achievement
Amount	\$1,500	\$1,500	\$1,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999 Certificated Salaries and Benefits Link Crew Teacher Extra Duty	1000-3999 Certificated Salaries and Benefits Link Crew Teacher Extra Duty	1000-3999 Certificated Salaries and Benefits Link Crew Teacher Extra Duty

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

All students will graduate from high school college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

The majority of Carpinteria High School students are not college and career ready.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate	Graduation Rate: 2015-16 93.8%	Maintain a graduation rate at 95% or higher	100% of seniors will graduate from high school.	100% of seniors will graduate from high school.
A-G Readiness	A-G Readiness: 2015-16 41.9%	A-G readiness Maintain a rate of 45% or higher	A-G readiness Maintain a rate of 50% or higher	A-G readiness Maintain a rate of 50% or higher

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Advanced Placement (AP) and Honors class enrollment	AP/Honors enrollment: 2016-17 48%	AP/Honors enrollment Maintain a rate of 40% or higher	AP/Honors enrollment Maintain a rate of 50% or higher	AP/Honors enrollment Maintain a rate of 50% or higher
Career Technical Education (CTE) Enrollment	CTE enrollment: 2016-17 38%	CTE enrollment: Maintain a rate of 35% or higher	CTE enrollment: Maintain a rate of 50% or higher	CTE enrollment: Maintain a rate of 50% or higher
Students demonstrating college preparedness (EAP)	Students demonstrating college preparedness: 59% (includes students who meet A-G and/or met or exceeded standard on both ELA and Math on the CAASPP	Students demonstrating college preparedness: Increase by 5%	Students demonstrating college preparedness will be 75% or higher	Students demonstrating college preparedness will be 75% or higher

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: 6th - 12th

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>A) 9th grade Get Focused, Stay Focused program.</p> <p>B) Presentations provided to parents and students on graduation requirements, financial aid, and career post-secondary education.</p> <p>C) Schools will offer college field trips and college going activities.</p> <p>D) Summer workshops will be offered to seniors and their parents to prepare them for college admission cycle.</p> <p>E) Provide access to course pathways and enrollment in Career Technical Education (CTE) courses at all high schools through outreach efforts and CA Pathways grant.</p> <p>F) Provide CTE professional development and identify student internship opportunities.</p> <p>G) Educational plans for students will include A-G completion and post-secondary options including SBCC/Promise.</p>	<p>All 9th grade students participate in Get Focused, Stay Focused program and develop a 10 year plan for college and career.</p> <p>Presentations will be provided to parents and students on graduation requirements, financial aid, and career post-secondary education.</p> <p>Students in 11th and 12th grade will participate in college field trips and college activities.</p> <p>EAOP counselor will provide workshops for juniors and their parents to prepare them for college admission cycle.</p> <p>The Career Technical Education (CTE) counselor, and teachers will increase outreach efforts to increase student enrollment in CTE courses.</p> <p>Carpinteria Middle School administration will facilitate a teacher committee to review and improve course offerings to include CTE courses and electives in the Middle School.</p> <p>Rincon and Foothill High Schools will provide targeted intervention for high needs students.</p> <p>The 10 year educational plans for all</p>	<p>All 9th grade students participate in Get Focused, Stay Focused program and develop a 10 year plan for college and career.</p> <p>Presentations will be provided to parents and students on graduation requirements, financial aid, and career post-secondary education.</p> <p>Students in 11th and 12th grade will participate in college field trips and college activities.</p> <p>EAOP counselor will provide workshops for juniors and their parents to prepare them for college admission cycle.</p> <p>The Career Technical Education (CTE) counselor, and teachers will increase outreach efforts to increase student enrollment in CTE courses.</p> <p>Carpinteria Middle School administration will facilitate a teacher committee to review and improve course offerings to include CTE courses and electives in the Middle School.</p> <p>Rincon and Foothill High Schools will provide targeted intervention for high needs students.</p> <p>The 10 year educational plans for all</p>

students will include A-G requirements and post-secondary options including SBCC/Promise.

AVID classes will continue to be provided at Carpinteria Middle School and Carpinteria High School.

students will include A-G requirements and post-secondary options including SBCC/Promise.

AVID classes will continue to be provided at Carpinteria Middle School and Carpinteria High School.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,178	\$18,363	\$18,363
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999 Certificated Salaries and Benefits Get Focused Stay Focused	1000-3999 Certificated Salaries and Benefits Get Focused Stay Focused	1000-3999 Certificated Salaries and Benefits Get Focused Stay Focused
Amount	\$15,000	\$15,000	\$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures College Field Trips	5000-5999: Services And Other Operating Expenditures College Field Trips	5000-5999: Services And Other Operating Expenditures College Field Trips
Amount	\$26,214	\$44,192	\$44,192
Source	Governors CTE Initiative: California Partnership Academies	Governors CTE Initiative: California Partnership Academies	Governors CTE Initiative: California Partnership Academies
Budget Reference	1000-3999 Certificated Salaries and Benefits CTE Courses	1000-3999 Certificated Salaries and Benefits CTE Courses	1000-3999 Certificated Salaries and Benefits CTE Courses
Amount	\$35,000	\$35,000	\$35,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures EAOP Services UC Regents	5000-5999: Services And Other Operating Expenditures EAOP Services UC Regents	5000-5999: Services And Other Operating Expenditures EAOP Services UC Regents

Amount	\$25,000	\$1,397	\$1,397
Source	Governors CTE Initiative: California Partnership Academies	Governors CTE Initiative: California Partnership Academies	Governors CTE Initiative: California Partnership Academies
Budget Reference	4000-4999 Materials and Supplies CTE Course Materials	4000-4999: Books And Supplies CTE Course Materials	4000-4999: Books And Supplies CTE Course Materials
Amount	\$21,607	\$50,826	\$50,826
Source	Governors CTE Initiative: California Partnership Academies	Governors CTE Initiative: California Partnership Academies	Governors CTE Initiative: California Partnership Academies
Budget Reference	5000-5999: Services And Other Operating Expenditures CTE Course Contracts	5000-5999: Services And Other Operating Expenditures CTE Course Contracts	5000-5999: Services And Other Operating Expenditures CTE Course Contracts
Amount	N/A	\$88,377	\$88,377
Source	Not Applicable	Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-3999 Certificated Salaries and Benefits AVID Classes	1000-3999 Certificated Salaries and Benefits AVID Classes

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Carpinteria Middle School and Carpinteria High School
Specific Grade Spans: 7th-12th

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

AVID classes continue to be offered at Carpinteria Middle School and Carpinteria High School.

2018-19 Actions/Services

This action has been move to Action 1

2019-20 Actions/Services

This action has been move to Action 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$106,621	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	1000-3999 Certificated Salaries and Benefits AVID periods		

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Facilities are updated and well-maintained for all students and staff

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Based on student, staff and parent survey, school facilities need to be updated and improved for cleanliness.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California Healthy Kids Survey Staff survey Parent survey	CHKS Students report feeling safe at school all or most of the time Grade 5 87% Grade 7 75% Grade 9 77% Grade 11 80% Staff Survey	CHKS Maintain at least an 80% rating in perceived feeling of safety at school. Staff Survey	95% of students, staff, and parents will report that schools are clean and well maintained in the California Healthy Kids Survey (CHKS)	95% of students, staff, and parents will report that schools are clean and well maintained in the California Healthy Kids Survey (CHKS)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	95% agree or strongly agree that schools are a safe place for students 92% agree or strongly agree that schools are a safe place for staff 73% agree or strongly agree that facilities are well maintained 2017-18 will be the baseline year for parent survey	Maintain at least a 90% rating of staff reporting that schools are a safe place for students and staff Increase the percentage of staff reporting that facilities are well maintained by 5% Parents will be surveyed using the CHKS		

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

- A) School sites will be clean and well maintained utilizing the work order system to prioritize jobs.
- B) Measure U construction will begin in Summer of 2017.
- C) District and site committees will provide feedback and suggestions to District staff to ensure safety.
- D) School safety plans will be reviewed annually and updated as needed.

2018-19 Actions/Services

- School site principals will supervise custodians and monitor daily cleanliness.
- Measure U construction will replace old facilities with new ones.
- Teachers will implement teacher technology tools to increase technology integration.
- School site safety plans will be updated to include safety committee recommendations.
- All staff will complete the Hour Zero emergency online training.
- Additional campus security time will be added to CHS and CMS.

2019-20 Actions/Services

- School site principals will supervise custodians and monitor daily cleanliness.
- Measure U construction will replace old facilities with new ones.
- Teachers will implement teacher technology tools to increase technology integration.
- School site safety plans will be updated to include safety committee recommendations.
- All staff will complete the Hour Zero emergency online training.
- Additional campus security time will be added to CHS and CMS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$763,196	\$774,753	\$774,753
Source	Base	Base	Base
Budget Reference	2000-3999 Classified Salaries and Benefits Maintenance Staff and Supplies	2000-2999 Classified Personnel Salaries Maintenance Staff and Supplies	2000-3999 Classified Salaries and Benefits Maintenance Staff and Supplies
Amount	\$1,800	\$1,800	\$1,800
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies IDVILLE ID Badge Materials	4000-4999: Books And Supplies IDVILLE ID Badge Materials	4000-4999: Books And Supplies IDVILLE ID Badge Materials

Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Hour Zero Crisis Counseling	5000-5999: Services And Other Operating Expenditures Hour Zero Crisis Counseling	5000-5999: Services And Other Operating Expenditures Hour Zero Crisis Counseling
Amount	\$2,154	\$2,200	\$2,200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999 Certificated Salaries and Benefits Safety Committee Meeting Extra Duty	1000-3999 Certificated Salaries and Benefits Safety Committee Meeting Extra Duty	1000-3999 Certificated Salaries and Benefits Safety Committee Meeting Extra Duty
Amount	N/A	\$52,199	\$52,199
Source	Not Applicable	Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-3999 Classified Salaries and Benefits Additional Campus Security-CMS, CHS	2000-3999 Classified Salaries and Benefits Additional Campus Security-CMS, CHS

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$3,407,416

Percentage to Increase or Improve Services

19.47%

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

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

Targeted ELD instruction is provided to EK-12 students on a daily basis, specialized ELD materials in the newly adopted ELA curriculum will be used on a daily basis. Additionally, a dual language immersion program is offered at Canalino for two K classes and two 1st grade classes. At the secondary level, EL students received individualized academic tutoring and additional classroom support. Additionally all EL students use ELD software to increase their English proficiency.

AVID classes at Carpinteria Middle School and Carpinteria High School principally support unduplicated pupils by providing students with learning strategies and experiences to prepare them for college. Teachers attend the AVID conference to align strategies that target the individual student through differentiated learning practices. College field trips and summer workshops also target unduplicated pupils.

Instructional assistants are utilized to serve 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 non-fiction reading materials and accelerated reader programs are used by intervention teachers to build and measure progress towards reading proficiency, as well as build background knowledge and academic vocabulary. Extended learning classes at Carpinteria High School provide additional learning support for students, targeting unduplicated pupils needing support during the school day, to meet grade level standards.

Transitional Kindergarten classes at Aliso and Canalino serve predominantly EL and low income students to increase their kindergarten readiness skills.

Rincon and Foothill High Schools serve those students who need individualized academic and counseling support and nearly 80% of students enrolled are unduplicated.

At the elementary level grade level teams meet regularly to review student assessment 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. Site administrators closely monitor classroom instruction, ensuring that all students, especially unduplicated students received high-quality instruction on a daily basis. Principals and reading intervention teachers met throughout the year to review assessment/progress data for students who were receiving reading intervention support. These reviews focus on determining whether the most appropriate students are receiving targeted 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 class sizes at the K-3 grade levels.

Carpinteria Middle School and Carpinteria High School will have student release time to allow for staff and department meetings. PLC meetings are held 3 times per month to discuss instructional strategies, analyze student progress on common assessments and curricular pacing/resources. Rincon and Foothill High Schools hold weekly staff meetings to address student concerns, analyze student progress on common assessments and curricular pacing/resources.

At Carpinteria High School math classes are reduced in size to serve unduplicated students so that teachers can provide extra time and support.

Summer remedial classes are offered with the majority of students enrolled being unduplicated pupils. An EAOP counselor coordinates college fairs, field trips, guest speakers and college application process which primarily focused on English learners and low income students.

A tiered system of social and emotional support was established district wide. The first tier is comprised of school based counselors at all sites, who assist students on a short-term basis. A second tier includes Marriage and Family Therapists contracted through Family Service Agency or Council on Alcohol and Drug Abuse. These therapists assist students with a longer-term need, and who experience chronic social and emotional distress. Also, school psychologists assist students in general education and special education who demonstrate the need for additional social, emotional, or behavioral support. These services, at all three tiers, are principally directed towards unduplicated pupils, specifically students who are low income or foster youth.

Get Focused Stay Focused and Link Crew programs focus on preparing incoming sixth graders and incoming freshmen for their high school experience. Research and our data shows that our unduplicated pupils needed extra support in the transition from elementary school to middle school and middle school to high school.

After School Programs at Canalino, Aliso, Carpinteria Middle School, and Carpinteria High School enroll mostly unduplicated pupils. These students benefit academically, socially, and emotionally from the academic intervention, enrichment and support services.

To address the digital divide affecting unduplicated pupils, the district invested in Chromebooks to provide greater access to students who do not have computers or internet access at home. In addition to providing the hardware principally directed towards unduplicated students, the District purchases a variety of software programs that are individualized to each student. These programs allow students to take an initial assessment to determine their current level of performance, then complete lessons and activities online targeted towards identified areas of need. Follow up assessments determined if students have mastered the deficit skills. These software programs are principally directed towards unduplicated pupils.

Additionally, the district uses ParentSquare, a communication tool that targets families of unduplicated pupils that may not have access to the internet by communicating messages from the school via text and/or phone calls. Parent communication and engagement are essential components in assisting our unduplicated students in being academically successful.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$3,072,417

Percentage to Increase or Improve Services

18.08%

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

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

Carpinteria Unified School District (CUSD) is a “basic aid” district with property tax revenues exceeding current year state funding for the Local Control Funding Formula (LCFF). Therefore, the District will receive no additional funding based on the numbers of low income, English learners and foster youth.

The District must dedicate funding from its normal operating budget to comply with the requirements of LCFF to serve unduplicated students. CUSD's unduplicated count for low income students, English learners and foster youth approximates 1,448 or 67.36% of enrollment for 2016-17. The total amount of Supplemental and Concentration grant funds are calculated at \$3,072,417

The District's LCAP outlines services both at the District and school site level to support these students. These services include:

English Learner Support Services:

Teachers received professional development in English Language Development instructional strategies. At the elementary level, EL students received 30 minutes of targeted ELD instruction, and at the secondary level ELD students received integrated ELD instruction and individualized tutoring support. Specialized ELD materials in the newly adopted ELD curriculum were piloted at the elementary level. Additionally, a Dual Language Immersion program was implemented at Canalino in 2 Kindergarten classes. This program is principally directed towards English Learners (unduplicated pupils) which were 66% of the selected students for this program. (One third of the students are fully Spanish speaking, and one third are bilingual.

At the secondary level, EL students received individualized academic tutoring and additional classroom support. Additionally all EL students used ELD software to increase their English proficiency.

AVID classes at Carpinteria Middle School and Carpinteria High School principally supported unduplicated pupils by providing students with learning strategies and experiences to prepare them for college. Teachers attend the AVID conference to align strategies that target the individual student through differentiated learning practices. College field trips and summer workshops also

targeted unduplicated pupils.

Instructional assistants were utilized to serve 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 non-fiction reading materials and accelerated reader programs are used by intervention teachers to build and measure progress towards reading proficiency, as well as build background knowledge and academic vocabulary. Extended learning classes at Carpinteria High School provide additional learning support for students, targeting unduplicated pupils needing support during the school day, to meet grade level standards.

Transitional Kindergarten classes at Aliso and Canalino served predominantly EL and low income students to increase their kindergarten readiness skills.

Rincon and Foothill High Schools served those students who need individualized academic and counseling support and nearly 80% of students enrolled are unduplicated.

Low income/ Foster Youth Support Services:

At the elementary level grade level teams met regularly to review student assessment data and design intervention plans including social, emotional, behavioral, and academic support. Counseling collaboration meetings were held regularly to ensure students' needs are being met through the appropriate service providers. Site administrators closely monitored classroom instruction, ensuring that all students, especially unduplicated students received high-quality instruction on a daily basis. Principals and reading intervention teachers met throughout the year to review assessment/progress data for students who were receiving reading intervention support. These reviews focused on determining whether the most appropriate students were receiving targeted reading intervention. Monthly grade level PLC meetings were held to discuss instructional strategies, analyze student progress on common assessments and curricular pacing/resources. Improved services to unduplicated students included smaller class sizes at the K-3 grade levels.

Carpinteria Middle School and Carpinteria High School have a late start on Mondays to allow for staff and department meetings. PLC meetings were held 3 times per month to discuss instructional strategies, analyze student progress on common assessments and curricular pacing/resources. Rincon and Foothill High Schools held weekly staff meetings to address student concerns, analyze student progress on common assessments and curricular pacing/resources.

At Carpinteria High School math classes were reduced in class sized to serve unduplicated students so that teachers could provide extra time and support.

Summer remedial classes were offered with the majority of students enrolled being unduplicated pupils. An EAOP counselor coordinated college fairs, field trips, guest speakers and college application process which primarily focused on English learners and low income students.

A tiered system of social and emotional support was established district wide. The first tier is comprised of school based counselors at all sites, who assist students on a short-term basis. A second tier includes Marriage and Family Therapists contracted through Family Service Agency or Council on Alcohol and Drug Abuse. These therapists assisted students with a longer-term need, and who experience chronic social and emotional distress. Also, school psychologists assisted students in general education and special education who demonstrate the need for additional social, emotional, or behavioral support. These services, at all three tiers, are principally directed towards unduplicated pupils, specifically students who are low income or foster youth.

Get Focused Stay Focused and Link Crew programs focused on preparing incoming sixth graders and incoming freshmen for their high school experience. Research and our data has shown that our unduplicated pupils needed extra support in the transition from elementary school to middle school and middle school to high school.

After School Programs at Canalino, Aliso, Carpinteria Middle School, and Carpinteria High School enrolled the majority of unduplicated pupils. These students benefited academically, socially, and emotionally from the academic intervention, enrichment and support services.

To address the digital divide affecting unduplicated pupils, the district invested in Chromebooks to provide greater access to students who did not have computers or access internet access at home. In addition to providing the hardware principally directed towards unduplicated students, the District purchased a variety of software programs that are individualized to each student. These programs allowed students to take an initial assessment to determine their current level of performance, then complete lessons and activities online targeted towards identified areas of need. Follow up assessments determined if students have mastered the deficit skills. These software programs are principally directed towards unduplicated pupils.

Additionally, the district used ParentSquare, a communication tool that targets families of unduplicated pupils that may not have access to the internet by communicating messages from the school via text and/or phone calls. Parent communication and engagement are essential components in assisting our unduplicated students in being academically successful.

