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

Introduction:

CUSD is an incredible place for educational opportunity for the children and families in our community. CUSD is proud of its history. It is through the labors and the partnership of staff, parents, and the community that CUSD has achieved such heights of success. CUSD is a safe, caring, and academically oriented District. The District is confident that each child will have an excellent experience because of the combined efforts of its staff, parents, and community working with a common vision for all children.

In addition to a quality education, CUSD offers sports, counseling services, special education services, speech therapy, Kings County Office of Education's State Preschools, a family resource center, music, art and a variety of extra curricular activities depending on which school students attend. Through prioritizing student services Central Union School District continues to make these activities relevant for student learning and opportunity.

CUSD Vision

Central Union Schools will be known as world-class quality schools for all students, empowering every student to excel to their highest potential.

CUSD Mission Statement

Central Union School District seeks to be an exemplary learning community. We build the foundation of this community through meaningful relationships, relevant and engaging learning, effective communication, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. We challenge ourselves to be better than we think we can be, and advocate for the greater good of our community. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.

CUSD is comprised of 4 schools with 3 distinct populations. Akers and Neutra Schools are located on the NAS Lemoore Base serving primarily military dependent students and some civilian employee dependents. Central School is located near the Santa Rosa Rancheria as Tachi Reservation and serves a high Native American Population. Finally, Stratford School is located in a rural farming community with many of its students English Learners.

The charts that follow illustrate the 2015-15 demographic make-up of the four schools in our District. They further exemplify why the District plans to implement Actions/Services District wide.

Akers School			
Group	%	Grade Level	#
African American	11.42	Kindergarten	65
American Indian/Alaskan Native	2.34	Grade 1	63
Asian	7.47	Grade 2	68
Hawaiian or Pacific Islander	0.73	Grade 3	67
Hispanic or Latino	23.43	Grade 4	58
White (Not Hispanic)	50.81	Grade 5	55
Two or More Races	3.07	Grade 6	113
English Learners	2.05	Grade 7	101
Redesignated Students	2.05	Grade 8	93
Students with Disabilities	6.73		
Low Income	38.21		
Unduplicated	38.65		

Neutra School			
Group	%	Grade Level	#
African American	9.34	Kindergarten	133
American Indian/Alaskan Native	0.97	Grade 1	82
Asian	7	Grade 2	89
Hawaiian or Pacific Islander	1.56	Grade 3	82
Hispanic or Latino	24.32	Grade 4	63
White (Not Hispanic)	43.39	Grade 5	65
Two or More Races	4.86		
English Learners	4.09		
Redesignated Students	**		
Students with Disabilities	7		
Low Income	52.72		
Unduplicated	55.64		

Central School			
Group	%	Grade Level	#
African American	1.71	Kindergarten	25
American Indian/Alaskan Native	42.12	Grade 1	40
Asian	0.68	Grade 2	36
Hawaiian or Pacific Islander	0	Grade 3	25
Hispanic or Latino	44.52	Grade 4	35
White (Not Hispanic)	9.59	Grade 5	31
Two or More Races	0.34	Grade 6	33
English Learners	17.81	Grade 7	33
Redesignated Students	7.53	Grade 8	34
Students with Disabilities	9.25		
Low Income	68.49		
Unduplicated	55.82		

Stratford School			
Group	%	Grade Level	#
African American	0.39	Kindergarten	43
American Indian/Alaskan Native	3.86	Grade 1	22
Asian	1.93	Grade 2	25
Hawaiian or Pacific Islander	0.39	Grade 3	39
Hispanic or Latino	82.63	Grade 4	22
White (Not Hispanic)	8.11	Grade 5	22
Two or More Races	0	Grade 6	30
English Learners	50.58	Grade 7	27
Redesignated Students	8.1	Grade 8	29
Students with Disabilities	13.51		
Low Income	83.78		
Unduplicated	83.4		

CUSD	
Foster	0.004
Unduplicated	53.22
Unduplicated 2-Yr Rolling	54.97

LEA: Central Union School District **Contact: Tom Addington, Superintendent, taddingt@central.k12.ca.us, 559.925.3405** **LCAP Year: 2015-16**

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
The district maintains a **District Advisory Committee (DAC).** The committee is comprised of parent representatives from each school site, a Title I parent representative, an EL parent representative, site administrators and the Asst. Supt. Of Ed. Services and Human Resources. The LCAP is a standing item on the District Advisory Counsel. Information regarding the state priorities, the purposes of the funding including supplemental and concentration funds, and data were presented to parents to facilitate participation in the process. The DAC met on the following dates in the Presentation Room: November 20, 2014 March 26, 2015 May 21, 2015	During discussion/information with **DAC** regarding parent training related to California Standards committee recommended district investigate ways to provide resources to parents through District website as they continue with ongoing District/Parent communication. This recommendation will be utilized in (Goal #1 Action 1.10).
DELAC, October 8, 2014. Committee was familiarized with LCAP. DELAC, December 17, 2014. Committee was informed of use of survey and current survey under development. DELAC, February 18, 2015. Reviewed data from Intensive ELD from Summer 2014. DELAC, April 8, 2015. Reviewed each of the goals and progress made toward achieving goals. Committee provided opportunity to give input on each goal.	Information provided **DELAC** Committee impacted 2015-16 LCAP by resulting in planning activities that include but are not limited to the following: •Continuation of Intensive ELD to be offered in Summer 2016. (Goal #3, Action 3.1) •Investigating need for additional EL Interventions
Surveys were conducted, with both paper and online options, in English and Spanish, to provide **parents, staff, community members** and **students** with the opportunity to give input into the district's services and programs.	**Survey** results from **parents, staff, community and students** impacted 2015-16 plan by resulting in planning activities that include but are not limited to the following: •recruitment and retention of highly qualified staff •supplemental instruction for at-risk students (Goal #1, Action 1.12) •continued Professional Development supporting staff in the implementation of standards (Goal #1, Actions 1.2 and 1.7) •access to technological resources and integration of 21st

	Century Learning (Goal #1, Actions 1.2 and 1.9) Students indicated (in Student Survey) concern with student behavior particularly in the way the treat staff and peers. This input directly impacted 2015-16 plan (Goal #4, Action 4.4).
Association Meetings May 4, 2015 – Certificated May 28, 2015 - Classified	Meetings with **Associations** directly impacted 2015-16 Plan by expressing need for Mental health support for students/suggestion to develop comprehensive support plan for students (Added in Goal #4, Action 4.4) Provide ongoing education in bullying prevention Supplemental instruction for at risk (Goal #4, Action 4.4) Continued PD for instruction staff (Goal #1, Actions 1.2 and 1.7) Technology resources and 21st century learning integration targeted for further training (Goal #1, Actions 1.2 and 1.9) Suggestion for District to provide on going parent inservices (Goal #1, Action 1.10)
Indian Education Council May 19, 2015 -- Reviewed and discussed general targets in District LCAP	The Council **(IEC)** requested Santa Rosa Rancheria Liaisons receive training like the Instructional Aides received. They also requested the District Investigate additional mental health services for students. (Goal #4, Action 4.4) SRR Liaisons to be invited to Instructional Aides PD 2015-16. (Goal #1, Action 1.4)

	Annual Update:
The district maintains a **District Advisory Committee (DAC).** The committee is comprised of parent representatives from each school site, a Title I parent representative, an EL parent representative, site administrators and the Asst. Supt. Of Ed. Services and Human Resources. The LCAP is a standing item on the District Advisory Counsel. Information regarding the state priorities, the purposes of the funding including supplemental and concentration funds were presented to parents to facilitate participation in the process. The DAC met on the following dates in the Presentation Room: November 20, 2014 March 26, 2015 May 21, 2015	General review of plan - maintain present level of services. Members indicated that in looking at the local assessment they were able to see students were growing (progress on Goal #1).
DELAC, October 8, 2014. Committee was familiarized with LCAP. DELAC, December 17, 2014. Committee was informed of use of survey and current survey under development. DELAC, February 18, 2015. Reviewed data from Intensive ELD from Summer 2014. DELAC, April 8, 2015. Reviewed each of the goals and progress made toward achieving goals. Committee provided opportunity to give input on each goal.	In reviewing Goal #3, relevant data and action steps, **DELAC** recommended that the Intensive ELD summer session be continued but that a place for signature declining ELD Intervention be added to the current invitation.
STAFF **Association Meeting**s May 4, 2015 – Certificated May 28, 2015 - Classified	General review of plan and present levels of services. Although a counselor was added during the 2014-15 year, staff still had concerns about student behavior and social-emotional development.
Indian Education Council (IEC) May 19, 2015 -- Reviewed and discussed general targets in District LCAP	General review of plan and present levels of services. The Council **(IEC)** said the training the Instructional Aides received was important for those in a role support student learning and asked if Santa Rosa Rancheria Liaisons could be included next year.

Parents/Community/Staff 2014-15 Parent/Community/Staff Surveys included update information on completion of Actions and Services from the 204-15 LCAP.	On the 2013-14 **Parent/Community/Staff** Surveys, over 75% of respondents Agreed or Strongly Agreed that the district should focus on the implementation of new Common Core State Standards. On the 2014-15 Parent/Community/Staff Survey they indicated that the district should continue PD for Teachers and provide teachers with support for implementation of state standards. Also in 2013-14 Parent/Community/Staff input, 80.6% Agreed or Strongly Agreed that the district needed to provided counseling services or other ways to help students with social or emotional needs. Although a counselor was hired for the 2014-15 year, on the 2014-15 Parent/Community/Staff Surveys, 62% of respondents still indicated that the district needs to provide anti-bullying programs and 53% indicated that social-emotional development programs are needed.
Students 2014-15 Student Surveys included questions addressing the District's 4 Goals: (1) Ensure students are prepared for 21st Century Learning and beyond through fully implementing CA Common Core Standards and integration of technology throughout instruction, (2) Provide all students with equitable access to core program activities, highly qualified staff, as well as safe and well-maintained schools. (3) Meet the needs of English Learners to acquire English proficiency and academic proficiency. (4) Address the social-emotional/behavioral needs of our students leading to attendance issues, suspensions, and bullying.	Less than 75% of student K-8 indicated that their schools were safe from Bullies on **Student Survey**s collected in the Spring. This information was shared with Site Administration at a Admin. Mtg. Sites were review current site Bully Plans and ensure that steps were being taken to address bullying on their campus.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	#1 – Ensure students are prepared for 21st Century Learning and beyond through fully implementing CA Common Core Standards and integration of technology throughout instruction.	Related State and/or Local Priorities: 1__ 2_x_ 3_x_ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need:	There is a need for students to be prepared as 21st Century Learners through implementation of CA State Standards with integrated technology. Metrics State Priority 2: Implementation of State Standards Implementation of content and performance standards for all students, including EL Programs and services enable ELs to access core and ELD standards Metric State Priority 3: Parental Involvement including Unduplicated Students and Students with Disabilities Efforts to seek parent input Promotion of parental participation Metrics State Priority 4: Student Achievement Statewide Assessments Academic Performance Index Percent of students successfully completing A-G courses – DOES NOT APPLY Percent of successfully complete CTE sequences or programs of study that align – DOES NOT APPLY Percent of students passing Advanced Placement Exams –DOES NOT APPLY Percent of students demonstrating college preparedness (EAP Exam) – DOES NOT APPLY **Included as required, but addressed in Goal #3** Percentage of ELs making progress toward English Proficiency English Learner Reclassification Rate	
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	ALL Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, White, Two or More Races, Low Income, English Learners, Students with Disabilities

LCAP Year 1: 2015-16	
Expected Annual Measurable Outcomes:	1.1 Instruction will be aligned to fully implement CCSS as evidenced by coaching support hours provided by consultants. (State Priority 2 Implementation of Common Core Standards) 1.2 Students, including ELs, will make progress in mastering State Standards measured by performance on locally adopted assessments and on CAASPP summative assessments. The district will meet required participation rates for CAASPP. (State Priority 4 Pupil Achievement) 1.3 Parent input will be regularly sought as measured by calendars for ELAC, DELAC, DAC, SSC, and IEC (Indian Education Council) meetings. (Efforts to seek parent input) 1.4 Students will have increased parent support in learning at home and in school as measured by Volunteer Training attendance, and Family Engagement opportunities. (Promotion of parental participation) 1.5 Students will meet or exceed state achievement standards as measured by Statewide Assessments, API, Percentage of ELs Making Progress toward English Proficiency, and English Learner Reclassification Rate. (State Priority 4 Pupil Achievement) ***Included as required, but addressed under Goal #3*** <u>Metrics State Priority 4: Student Achievement</u> Percentage of ELs making progress toward English Proficiency -The percentage of EL students gaining one level on CELDT will be 62%. (See Actions/Services under Goal #3) English Learner Reclassification Rate – The District's Reclassification Rate will be at least 8%. (See Actions/Services under Goal #3)

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1.1 Local assessment and data management system including professional development on implementation contract with provider.	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$20,000 (Base)

1.2 Contracted Professional Development with CA State Standards/Technology	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$100,000 (Unrestricted General Fund)
1.3 Professional Development Materials and Supplies	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$22,000 (Unrestricted General Fund)
1.4 Three days of Professional Development for Instructional Aides	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$20,000 (S/C)

1.5 Three days of Professional Development for New Certificated Hires.	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$19,000 (Unrestricted General Fund)
1.6 Eight Days of Professional Development for Administrators	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$6,000 (Unrestricted General Fund)
1.7 Instructional ELA/Math Coaches (contracted services)	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$160,000 (S/C)

1.9 Begin replacement of instructional technology to ensure access to up-to-date technology and regular academic use, (17 classrooms)	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$175,000 (Unrestricted General Fund/DoD)
1.10 Support Parent understanding of the Common Core Standards (i.e. – Parent Night, Newsletter articles, meetings for common core demonstration lessons, materials, and supplies)	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$5,000 (Unrestricted General Fund)
1.11 Provide 3-week enrichment summer school with priority placement to Unduplicated Students. (20 teachers)	LEA	_ _ALL --- OR: X Low Income pupils X English Learners X Foster Youth _X_Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$120,000 (S/C)

1.12 Extended targeted intervention services offered before/during/after school, based upon certificated teacher participation and availability with priority placement for Unduplicated Students.	LEA	__ALL --- OR: X Low Income pupils X English Learners X Foster Youth _X_Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	75,000 (S/C)
1.13 Instructional Aide Salaries (56 staff) members for assistance with ELA, math, and overall literacy support. Aides support small group instruction and provide "just in time" scaffolding for students with priority given to Unduplicated Students.	LEA	_X_ALL --- OR: ___Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$520,000 (S/C)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1.1 Instruction will be aligned to fully implement CCSS as evidenced by coaching support hours provided by consultants. (State Priority 2 Implementation of Common Core Standards) 1.2 Students, including ELs, will make progress in mastering State Standards measured by performance on locally adopted assessments and on CAASPP summative assessments. The district will meet required participation rates for CAASPP. (State Priority 4 Pupil Achievement) 1.3 Parent input will be regularly sought as measured by calendars for ELAC, DELAC, DAC, SSC, and IEC (Indian Education Council) meetings. (Efforts to seek parent input) 1.4 Students will have increased parent support in learning at home and in school as measured by Volunteer Training attendance, and Family Engagement opportunities. (Promotion of parental participation) 1.5 Students will meet or exceed state achievement standards as measured by Statewide Assessments, API, Percentage of ELs Making Progress toward English Proficiency, and English Learner Reclassification Rate. (State Priority 4 Pupil Achievement)

	Included as required, but addressed under Goal #3 Metrics State Priority 4: Student Achievement Percentage of ELs making progress toward English Proficiency -The percentage of EL students gaining one level on CELDT will be 63.5%. (See Actions/Services under Goal #3) English Learner Reclassification Rate – The District's Reclassification Rate will be at least 9%. (See Actions/Services under Goal #3)

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1.1 Maintain Local assessment and data management system including professional development on implementation contract with provider.	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$20,000 (Base)
1.2 Continue Contracted Professional Development with CA State Standards/Technology	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$100,000 (Unrestricted General Fund)

1.3 Continue Professional Development Materials and Supplies	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$27,000 (Unrestricted General Fund)
1.4 Continue three days of Professional Development for Instructional Aides	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$20,000 (S/C)
1.5 Continue three days of Professional Development for New Certificated Hires.	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$21,000 (Unrestricted General Fund)

1.6 Continue eight days of Professional Development for Administrators	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$6,000 (Unrestricted General Fund)
1.7 Continue Instructional ELA/Math Coaches (contracted services)	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$160,000 (S/C)
1.9 Continue replacement of instructional technology to ensure access to up-to-date technology and regular academic use, (17 classrooms)	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$175,000 (Base/DoD)

1.10 Continue support Parent understanding of the Common Core Standards (i.e. – Parent Night, Newsletter articles, meetings for common core demonstration lessons, materials, and supplies)	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$5,000 (Unrestricted General Fund)
1.11 Continue to provide 3-week enrichment summer school with priority placement to Unduplicated Students. (20 teachers)	LEA	_ _ALL --- OR: X Low Income pupils X English Learners X Foster Youth _X_Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$140,000 (S/C)
1.12 Continue extended targeted intervention services offered before/during/after school, based upon certificated teacher participation and availability with priority placement for Unduplicated Students.	LEA	_ _ALL --- OR: X Low Income pupils X English Learners X Foster Youth _X_Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	100,000 (S/C)

1.13 Continue Instructional Aide Salaries (56 staff) members for assistance with ELA, math, and overall literacy support. Aides support small group instruction and provide "just in time" scaffolding for students with priority given to Unduplicated Students.	LEA	_X_ALL --- OR: ___Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$540,000 (S/C)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1.1 Instruction will be aligned to fully implement CCSS as evidenced by coaching support hours provided by consultants. (State Priority 2 Implementation of Common Core Standards) 1.2 Students, including ELs, will make progress in mastering State Standards measured by performance on locally adopted assessments and on CAASPP summative assessments. The district will meet required participation rates for CAASPP. (State Priority 4 Pupil Achievement) 1.3 Parent input will be regularly sought as measured by calendars for ELAC, DELAC, DAC, SSC, and IEC (Indian Education Council) meetings. (Efforts to seek parent input) 1.4 Students will have increased parent support in learning at home and in school as measured by Volunteer Training attendance, and Family Engagement opportunities. (Promotion of parental participation) 1.5 Students will meet or exceed state achievement standards as measured by Statewide Assessments, API, Percentage of ELs Making Progress toward English Proficiency, and English Learner Reclassification Rate. (State Priority 4 Pupil Achievement) ***Included as required, but addressed in Goal #3*** <u>Metrics State Priority 4: Student Achievement</u> Percentage of ELs making progress toward English Proficiency -The percentage of EL students gaining one level on CELDT will be 65%. (See Actions/Services under Goal #3) English Learner Reclassification Rate – The District's Reclassification Rate will be at least 10%. (See Actions/Services under Goal #3)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Maintain Local assessment and data management system including professional development on implementation contract with provider.	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$20,000 (Base)
1.2 Continue Contracted Professional Development with CA State Standards/Technology	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$100,000 (Unrestricted General Fund)
1.3 Continue Professional Development Materials and Supplies	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$27,000 (Unrestricted General Fund)

1.4 Continue three days of Professional Development for Instructional Aides	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$20,000 (S/C)
1.5 Continue three days of Professional Development for New Certificated Hires.	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$23,000 (Unrestricted General Fund)
1.6 Continue eight days of Professional Development for Administrators	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$6,000 (Unrestricted General Fund)

1.7 Continue Instructional ELA/Math Coaches (contracted services)	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$160,000 (S/C)
1.9 Continue replacement of instructional technology to ensure access to up-to-date technology and regular academic use, (17 classrooms)	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$175,000 (Unrestricted General Fund/DoD)
1.10 Continue support Parent understanding of the Common Core Standards (i.e. – Parent Night, Newsletter articles, meetings for common core demonstration lessons, materials, and supplies)	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$5,000 (Unrestricted General Fund)

1.11 Continue to provide 3-week enrichment summer school with priority placement to Unduplicated Students. (20 teachers)	LEA	__ALL --- OR: X Low Income pupils X English Learners X Foster Youth _X_Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$140,000 (S/C)
1.12 Continue extended targeted intervention services offered before/during/after school, based upon certificated teacher participation and availability with priority placement for Unduplicated Students.	LEA	__ALL --- OR: X Low Income pupils X English Learners X Foster Youth _X_Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	75,000 (S/C)
1.13 Continue Instructional Aide Salaries (56 staff) members for assistance with ELA, math, and overall literacy support. Aides support small group instruction and provide “just in time” scaffolding for students with priority given to Unduplicated Students.	LEA	_X_ALL --- OR: ___Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$560,000 (S/C)

GOAL:	#2 – Provide all students with equitable access to core program activities, highly qualified staff, as well as safe and well-maintained schools.	Related State and/or Local Priorities: 1_X 2__ 3__ 4__ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local: Specify _____

Identified Need:	All students need access to highly qualified teachers and a broad curriculum in safe, well-maintained schools. Metrics State Priority 1: Basic Services Teacher Assignments Credentialed Teachers Standards Aligned Materials (Sufficiency) School Facilities in Good Repair - (Facility Inspection Tool (FIT)) Metric State Priority 7: Course Access Access to Broad Curriculum Metrics State Priority 8: Other Student Outcomes Physical Fitness Testing (PFT)	
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	ALL Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, White, Two or More Races, Low Income, English Learners, Students with Disabilities

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	2.1 District will provide students access to safe and well-maintained schools as measured by maintaining an overall facilities rating of at least "Good." 2.2 District will have State Board of Education approved, Common Core Standards aligned instructional materials in all classrooms as evidenced by the annual CUSD Board of Trustees Sufficiency of Instructional Materials resolution. 2.3 District will provide all students access to highly qualified teachers as measured by Teacher Assignments and Credentialed Teacher rates. 2.4 District will provide students with access to broad curriculum including, but not limited to English language arts, mathematics, social sciences, science, visual and performing arts, health, and physical education that is supported by technology as measured by analysis of courses offered via CALPADS and Student Information

	system. 2.5 Students will demonstrate increased fitness as measured by state Physical Fitness Testing (PFT) with 62% of 5^{tth} graders and 45% of 7th Graders scoring in the Healthy Fitness Zone (HFZ). 2.6 Students will demonstrate learning in broad curriculum including, but not limited to English language arts, mathematics, social sciences, science, visual and performing arts, health, and physical education that is as measured by Local Assessments in ELA and Math and passing grades per Student Information System in all other content areas.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
2.1 Security and safety enhancements based on recommendations from Kings County Sheriff's Office (KCSO) informal site safety review.	Neutra (focus on 1 site per year results in All)	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$75,000 (Fund 4030)
2.2 New Common Core aligned K-8 ELA Adoption.	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$350,000 (Lottery/Unrestricted General Fund)

2.3 Continue 1 shared Physical Education Teacher (Central/Stratford) and continuation of PE teacher at Neutra. (2 FTE, A 3rd PE teacher is grant funded.)	Stratford/ Central (results in All)	_X_ALL --- OR: ____Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$210,000 (S/C)
2.4 Continue 1 Physical Education Instructional Aide at Central/Stratford (3.75 hours). (Two PE instructional aides are grant funded - Akers/Neutra.)	Central Stratford (results in All)	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$17,000 (S/C)
2.5 Begin Phase I of II creation of Fitness Zone rooms at Stratford and Central Schools.	Central	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$50,000 (S/C)

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	2.1 District will provide students access to safe and well-maintained schools as measured by maintaining an overall facilities rating of at least “Good.” 2.2 District will have State Board of Education approved, Common Core Standards aligned instructional materials in all classrooms as evidenced by the annual CUSD Board of Trustees Sufficiency of Instructional Materials

	resolution.. 2.3 District will provide all students access to highly qualified teachers as measured by Teacher Assignments and Credentialed Teacher rates. 2.4 District will provide students with access to broad curriculum including, but not limited to English language arts, mathematics, social sciences, science, visual and performing arts, health, and physical education that is supported by technology as measured by analysis of courses offered via CALPADS and Student Information system. 2.5 Students will demonstrate increase fitness as measured by state Physical Fitness Testing (PFT) with 65% of 5^{tth} graders and 48% of 7th Graders scoring in the Healthy Fitness Zone (HFZ). 2.6 Students will demonstrate learning in broad curriculum including, but not limited to English language arts, mathematics, social sciences, science, visual and performing arts, health, and physical education that is as measured by Local Assessments in ELA and Math and passing grades per Student Information System in all other content areas.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
2.1 Security and safety enhancements based on recommendations from Kings County Sheriff's Office (KCSO) informal site safety review.	Stratford (focus on 1 site per year results in All)	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$75,000 (Fund 4030)

2.2 Adopt new Common Core aligned K-8 Science.	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$250,000 (Lottery & Base)
2.3 Maintain 3 Physical Education Teachers. (DoDEA Grant expires)	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$330,000 (S/C)
2.4 Maintain 3 Physical Education Instructional Aides (3.75 hours). (DoDEA Grant expires)	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$60,000 (S/C)

2.5 Phase II of II, completion of Fitness Zone rooms at Stratford and Central Schools.	Stratford/ Central (Results in all)	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$50,000 (S/C)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	2.1 District will provide students access to safe and well-maintained schools as measured by maintaining an overall facilities rating of at least "Good." 2.2 District will have State Board of Education approved, Common Core Standards aligned instructional materials in all classrooms as evidenced by the annual CUSD Board of Trustees Sufficiency of Instructional Materials resolution. 2.3 District will provide all students access to highly qualified teachers as measured by Teacher Assignments and Credentialed Teacher rates. 2.4 District will provide students with access to broad curriculum including, but not limited to English language arts, mathematics, social sciences, science, visual and performing arts, health, and physical education that is supported by technology as measured by analysis of courses offered via CALPADS and Student Information system. 2.5 Students will demonstrate increase fitness as measured by state Physical Fitness Testing (PFT) with 68% of 5^{tth} graders and 51% of 7th Graders scoring in the Healthy Fitness Zone (HFZ). 2.6 Students will demonstrate learning in broad curriculum including, but not limited to English language arts, mathematics, social sciences, science, visual and performing arts, health, and physical education that is as measured by Local Assessments in ELA and Math and passing grades per Student Information System in all other content areas.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

2.1 Update & Maintenance of Security and safety enhancements	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$50,000 (Fund 4030)
2.2 Maintain 3 Physical Education Teachers. (DoDEA Grant expired)	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$340,000 (S/C)
2.3 Maintain 3 Physical Education Instructional Aides (3.75 hours). (DoDEA Grant expired)	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$60,000 (S/C)

2.4 Maintenance and updating of Fitness Zone district wide	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$40,000 (S/C)
2.5 Utilizing community resources investigate art opportunities at each campus including culturally appropriate experiences	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$50,000 (S/C)

GOAL:	#3 – Meet the needs of English Learners to acquire English proficiency and academic proficiency.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	There is a need for all English Learners to make steady progress in acquiring English proficiency and academic proficiency. Metrics State Priority 4: Student Achievement Percentage of ELs making progress toward English Proficiency English Learner Reclassification Rate ***Included as required, but addressed in Goal #1*** Metrics State Priority 4: Student Achievement Statewide Assessments – Students will make progress on locally adopted measures and CAASP. (State Priority 4 Student Achievement. See Goal #1) Academic Performance Index – CDE has yet to release new accountability system. (State Priority 4 Student Achievement. See Goal #1) Percent of students successfully completing A-G courses – DOES NOT APPLY Percent of successfully complete CTE sequences or programs of study that align – DOES NOT APPLY Percent of students passing Advanced Placement Exams –DOES NOT APPLY Percent of students demonstrating college preparedness (EAP Exam) – DOES NOT APPLY
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: English Learners

LCAP Year 1: 2015-16	
Expected Annual Measurable Outcomes:	3.1 English Learners will make progress towards English Proficiency as evidenced by 62% of ELs making one level growth on CELDT. 3.2 The needs of students at-risk of becoming Long Term English Learners will be met as measures by District's Reclassification Rate of at least 8% and 52.8% of ELs in Cohort 2 achieve English Proficiency.

	3.3 Students will meet or exceed state achievement standards as measured by Statewide Assessments and API. (State Priority 4 Pupil Achievement, See Goal #1 – Actions/Services 1.5)

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
3.1 Provide summer supplementary 3-week intensive ELD class for Long Term English Learners at the Intermediate Level targeting their specific ELD needs. (4 Teachers, 6 hours/day). 1 Teacher will be provided through S/C Funds. 3 Teachers and Instructional Materials will be provided with Title III Funds.	LEA	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$30,000 (Title III and S/C)

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	3.1 English Learners will make progress towards English Proficiency as evidenced by 63.5% of ELs making one level growth on CELDT. 3.2 The needs of students at-risk of becoming Long Term English Learners will be met as measures by District's Reclassification Rate of at least 9% and 54.7% of ELs in Cohort 2 achieve English Proficiency. 3.3 Students will meet or exceed state achievement standards as measured by Statewide Assessments and API. (State Priority 4 Pupil Achievement, See Goal #1 – Actions/Services 1.5)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Continue to provide summer supplementary 3-week intensive ELD class for Long Term English Learners at the Intermediate Level targeting their specific ELD needs. (4 Teachers, 6 hours/day). 1 Teacher will be provided through S/C Funds. 3 Teachers and Instructional Materials will be provided with Title III Funds.	LEA	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$35,000 (Title III and S/C)

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	3.1 English Learners will make progress towards English Proficiency as evidenced by 65% of ELs making one level growth on CELDT. 3.2 The needs of students at-risk of becoming Long Term English Learners will be met as measures by District's Reclassification Rate of at least 10% and 56.6% of ELs in Cohort 2 achieve English Proficiency. 3.3 Students will meet or exceed state achievement standards as measured by Statewide Assessments and API. (State Priority 4 Pupil Achievement, See Goal #1 – Actions/Services 1.5)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Continue to Provide summer supplementary 3-week intensive ELD class for Long Term English Learners at the Intermediate Level targeting their specific ELD needs. (4 Teachers, 6 hours/day). 1 Teacher will be provided through S/C Funds. 3 Teachers and Instructional Materials will be provided with Title III Funds.	LEA	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$40,000 (Title III and S/C)

3.2 Targeted Intervention to meet needs of English Learners in achieving English Proficiency based on teacher availability.	LEA	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$40,000 (S/C)

GOAL:	#4 – Address the social-emotional/behavioral needs of our students leading to attendance issues, suspensions, and bullying.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	A district wide plan is needed for a system to address the social-emotional/behavioral needs of students to Improve student behavior during academic and non-academic times in order to develop student resiliency and sensitivity. <u>Metrics State Priority 5: Pupil Engagement</u> School Attendance Rates Chronic Absenteeism Rates Middle School Dropout Rates High School Dropout Rates – DOES NOT APPLY High School Graduation Rates – DOES NOT APPLY <u>Metrics State Priority 6: School Climate</u> Pupil Suspension Rates Pupil Expulsion Rates Local Measures - including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	ALL Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, White, Two or More Races, Low Income, English Learners, Students with Disabilities

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	4.1 Student Engagement will increase as evidenced by District Attendance Rate of at least 95%, Chronic Absenteeism Rate of less than 4%, and Middle School Dropout Rate of less than 1%. (State Priority 5 Pupil Engagement and State Priority 5 Pupil Engagement) 4.2 School Climate will improve as measured by District Suspension Rate of less than 4%, Pupil Expulsion Rate of less than 1%, and Truancy Rate of less than 19%, and improved parent, student, and staff perceptions based on Survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Continue counselor to focus on behavioral and social adjustment issues, to assist with reduction of suspension/expulsion rates and improved attendance.	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$95,000 (S/C)
4.2 School Resource Officer	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$32,000 (Unrestricted General Fund)
4.3 Implementation of Peaceful Playgrounds	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$20,000 (S/C)

4.4 Working with school mental health professionals, Investigate and develop systemic approach to address social wellness needs of students leading to better adjustment	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$20,000 (S/C)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	4.1 Student Engagement will increase as evidenced by District Attendance Rate of at least 95%, Chronic Absenteeism Rate of less than 3.5%, and Middle School Dropout Rate of less than 1%. (State Priority 5 Pupil Engagement and State Priority 5 Pupil Engagement) 4.2 School Climate will improve as measured by District Suspension Rate of less than 3.5%, Pupil Expulsion Rate of less than 1%, and Truancy Rate of less than 17%.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
4.1 Continue with counselor to focus on behavioral and social adjustment issues, to assist with reduction of suspension/expulsion rates and improved attendance.	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$98,000 (S/C)

4.2 Continue School Resource Officer	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$50,000 (Unrestricted General Fund)
4.3 Maintain Implementation of Peaceful Playgrounds	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$20,000 (S/C)
4.4 Phase I of II Implementation of systemic approach to address social wellness system Evaluate systemic approach and restructuring of student services for effectiveness.	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$20,000 (S/C)

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	4.1 Student Engagement will increase as evidenced by District Attendance Rate of at least 95%, Chronic Absenteeism Rate of less than 3%, and Middle School Dropout Rate of less than 1%. (State Priority 5 Pupil Engagement and State Priority 5 Pupil Engagement) 4.2 School Climate will improve as measured by District Suspension Rate of less than 3%, Pupil Expulsion Rate of less than 1%, and Truancy Rate of less than 15%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Continue with counselors to focus on behavioral and social adjustment issues, to assist with reduction of suspension/expulsion rates and improved attendance.	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$101,000 (S/C)
4.2 Continue School Resource Officer (Grant ends at conclusion of 2016-17 year, but district plans to continue service)	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$58,000 (Unrestricted General Fund)
4.3 Maintain Implementation of Peaceful Playgrounds	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$20,000 (S/C)

4.4 Phase II of II Implementation of systemic approach to address social wellness system	LEA	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	$20,000 (S/C)

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	**#1 – Ensure students are prepared for 21st Century Learning and beyond through fully implementing CA Common Core Standards and integration of technology throughout instruction.** **Metrics:** access to instructional material, consistent PD in CC to prepare/admin. SBAC, technology expectations of CC Standards, parent partners in child's learning, APS, Staff and Parent/Community Surveys, CC Standards, SBAC Tech Readiness Tool, student interventions/enrichment, APS, AYP, API, ELSSA, Williams Review	Related State and/or Local Priorities: 1__ 2_x_ 3_x_ 4_x_ 5__ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	**Students will receive instruction in fully implemented Common Core Standards as 21st Century Learners**	Actual Annual Measurable Outcomes:	**CC ELA Implementation, CC Math Implementation, CC for ELs** •79% of Teachers teaching ELA and/or Math including those of Unduplicated Students such as ELs and individuals with exceptional needs attended 90% or more of the 10 Intensive CC PD Days. •Of the 3 PD Sessions offered to Inst. Aides: 21 attended all 3 session 10 attended 2 sessions 4 attended 1 session **AYP** and **API** previous years' data were reviewed. Current data for these metrics are not available due accountability systems being in transition. CUSD will utilize state and federal accountability measures when available. **APS** was completed at all sites due to the District entering PI, This metric will not be used moving forward, but provided insight regarding the need for standards aligned textbooks, intervention needs, and professional development needed.

			Parent/Community Surveys 2013-14 Focus on implementation of the new Common Core Standards to make sure all students are prepared for academic expectations 75.7% Agree or Strongly Agree **Parent/Community and Staff Surveys 2014-15** 50% Provide intervention opportunities for at-risk students 50% Continue PD for Teachers 51% Provide Teacher support for implementation of state standards **Student Surveys 2014-15** 80% of students in 3rd-8th Grade indicate they are on track to be College and Career Ready. 86% Know what Tools and Resources to use 87% Know what they are Supposed to be Learning
	All students will be provided equitable instructional minutes across the district.		Due to a designated requirement of program improvement, setting consistent instructional minutes across the District was unattainable. While this is a consideration, the District will continue to evaluate how to most appropriately accomplish this objective, however, moving forward, this will not be included in CUSD LCAP Goal #1.
	Students will have access to an enrichment summer school building upon and enhancing their 21st Century CC Learning.		CUSD is currently in the process of planning their enrichment summer school to be implemented June 2015. 218 Students Participating 17 Teachers

	All Students in grades 3rd – 5th will have access 1:1 technology devices and regular academic use.		100% of 3rd-8th Grades have 1:1 devices **Student Surveys (3rd – 8th)** 65% Create presentations, graphics or visualizations 53% Analyze data, use spreadsheets, solve math problems **SBAC Tech Readiness Tool** was utilized to verify the district's technology would meet the demands of SBAC. This metric indicated that the district is prepared. This metric will not be utilized in the future.
	Students will have access to CC aligned textbooks and materials in math.		**Williams Review** from 2014-15 indicates CUSD Maintained 0% of Pupils Lacking Their Own Text and 100% of Most Recent State Adoptions.
	Students have increased parent support in learning at home and in school. .		**Parent Partners** •CUSD offered 18 Volunteer Training opportunities and trained 513 Volunteers as of 3/19/15. Introduction to Common Core education was specifically added to Volunteer Training for 2014-15 year as evidenced in PPTs. •Four CC Training Opportunities were offered to parents
			The **ELSSA** was completed due to CUSD's Title III, Year two Accountability requirements. This metric spotlighted the need to address students lingering at the Intermediate level which was utilized for Goal #3. Moving forward, ELSSA will not be utilized.

<table>
<tr><td colspan="4">LCAP Year: 2014-15</td></tr>
<tr><td colspan="2">Planned Actions/Services</td><td colspan="2">Actual Actions/Services</td></tr>
<tr><td colspan="2"></td><td>Budgeted Expenditures</td><td colspan="2"></td><td>Estimated Actual Annual Expenditures</td></tr>
<tr><td colspan="2">Local assessment and data management system and professional development</td><td>$20,000</td><td colspan="2">Implemented Local assessment and data management system (Illuminate) and provided professional development on implementation and use.</td><td>$16,750.50 (Base)</td></tr>
<tr><td>Scope of service:</td><td>LEA</td><td rowspan="3"></td><td>Scope of service:</td><td>LEA</td><td rowspan="3"></td></tr>
<tr><td colspan="2">_X_ALL</td><td colspan="2">_X_ALL</td></tr>
<tr><td colspan="2">OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Black or African American __Asian
__ American Indian or Alaska Native __Filipino
__ Two or More Races __White
__ Students with Disabilities
__Other Subgroups:(Specify)_____</td><td colspan="2">OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Black or African American __Asian
__ American Indian or Alaska Native __Filipino
__ Two or More Races __White
__ Students with Disabilities
__Other Subgroups:(Specify)_____</td></tr>
<tr><td colspan="2">PD Materials for optional training</td><td>$22,000</td><td colspan="2">Provided each ELA and Math teacher $250 to purchase optional supplementary training materials to support implementation of Common Core.</td><td>$19,212 (CC Grant)</td></tr>
<tr><td>Scope of service:</td><td>LEA</td><td rowspan="2"></td><td>Scope of service:</td><td>LEA</td><td rowspan="2"></td></tr>
<tr><td colspan="2">_X_ALL</td><td colspan="2">_X_ALL</td></tr>
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OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	
Training and unit development, introduction to Academic Coaching for certificated ELA, Math, Science, and HSS staff	$269,000	Provided 10 days per grade level of Common Core Professional Development and unit development, Introduced Academic Coaching for certificated ELA and Math staff at sites. Provided Science and HSS teachers funding for off-site training.	$238,787 (CC Grant)
Scope of service: LEA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____		Scope of service: LEA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	
Professional Development for Instructional Aides (provide 3 half days of PD in ELA CC)	$20,000	Provided 3 sessions (2 hrs. each) of Professional Development for Instructional Aides in CC Overview, Technology, and Behavioral Supports The District budgeted $$20,000 for PD for Instructional Aides with estimated actuals of $1689. Budgeted amount is based on all	$1689 (S/C)

			Instructional Staff participating in all offerings. Cost is based on actual attendance. The District will continue to budget for all staff to attend and seek to encourage greater participation. This was new to staff and well received so greater participation is anticipated.		
Scope of service:	LEA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____		Scope of service:	LEA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	
4 training days for new certificated hires		$10,000	Provided 3 training days for new certificated hires which included HR information, Curriculum, Technology and Student Services.		$17,243 (Base)
Scope of service:	LEA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____		Scope of service:	LEA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	

Site principals for Common Core training		$3,000	Provided Common Core training for ALL site administrators in June of 2014 with 7 of 8 attending. The District budgeted $3,000 for Site Principals for CC Training. Due to the training occurring in June, funding actually came from 2013-14 budget.		$49 (Base)
Scope of service:	LEA		Scope of service:	LEA	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____			OR: ___Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____		
New Math Adoption.		$350,000	Adopted Common Core aligned Math textbooks.		$268,620 (Base/Lottery)
Scope of service:	LEA		Scope of service:	LEA	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____		

Students in grades 3rd – 5th to have access to 1:1 technology devices for regular academic use.		$200,000	Provided students in grades 3rd – 5th access to 1:1 technology devices for regular academic use.		$181,613 (DODEA and/or B/S/C)
Scope of service:	LEA		Scope of service:	LEA	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____		
Support Parent understanding of the Common Core Standards (i.e. – Parent Night, Newsletter articles, meetings for common core demonstration lessons, materials, and supplies)		$14,000	Offered Family Engagement events focused on understanding Common Core and seeking parent input. Information in school newsletters regarding common core, posted a variety of informational videos regarding Common Core on the District website. The District budgeted $14,000 to "Support Parent understanding of the Common Core Standards". The cost for 2014-15 significantly less due to over estimations and the ability to utilize materials the district already had available to them. For 2015-16, the amount has been reduced, to $5,000.		$417 (S/C)
Scope of service:	LEA		Scope of service:	LEA	
_X_ALL			_X_ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____		OR: ___Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	
Provide adequate instructional time to meet the needs of ALL students: •3 weeks of enrichment summer school. (@ 20 teachers) •Provide extended hours targeted interventions (2015-16) •Provide extended services for students meeting/exceeding standards. (2016-17)	$100,000	Provide adequate instructional time to meet the needs of ALL students: Providing 3 weeks of enrichment summer school in June of 2015.	$98,444 (S/C)
Scope of service: LEA __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth X Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____		Scope of service: LEA __ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth X Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	
Instructional Aide Salaries for assistance with ELA and Common Core acquisition.	$500,000	Provided Instructional Aides at each site for assistance with ELA and Common Core acquisition. The District budgeted $500,000 for Instructional Aide Salaries. Estimated actuals were #334,420	$334,420 (S/C)

			with salary costs less than originally estimated.		
Scope of service:	LEA		Scope of service:	LEA	
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth X Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____			__ALL OR: X_Low Income pupils _X_English Learners _X_Foster Youth X Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	CUSD is making progress towards ensuring students are prepared for 21st Century Learning and beyond through fully implementing CA Common Core Standards and integration of technology throughout instruction. Local Measures (listed as a Metric in Goal #2 – with data results) indicate that the district is moving in the right direction.

CUSD will continue to build the capacity of parents to be partners in their child's learning as measured by continued Effort to Seek Parent Input (Parent Surveys, DELAC, DAC, ELAC, SSC) and Promotion of Parental Participation (Volunteer Trainings, Family Engagement Opportunities)

Changes moving forward:

(1) The District will use the Ed. Code Required Metrics for Goal #1 listed below.

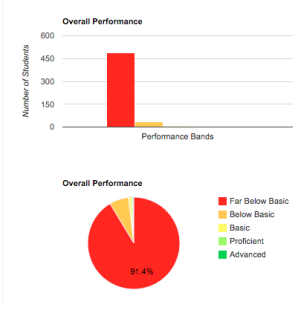
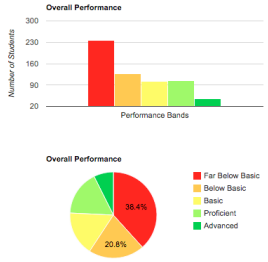
Metrics State Priority 2: Implementation of State Standards
Implementation of content and performance standards for all students, including EL
Programs and services enable ELs to access core and ELD standards

Metric State Priority 3: Parental Involvement including Unduplicated Students and Students with Disabilities
Efforts to seek parent input
Promotion of parental participation

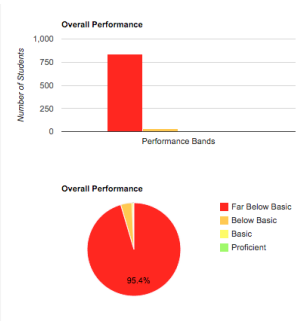
Metrics State Priority 4: Student Achievement
Statewide Assessments
Academic Performance Index
Percentage of ELs making progress toward English Proficiency – INCLUDED AS REQUIRED, BUT ADDRESSED IN GOAL #3
English Learner Reclassification Rate – INCLUDED AS REQUIRED, BUT ADDRESSED IN GOAL #3
Percent of students successfully completing A-G courses – DOES NOT APPLY
Percent of successfully complete CTE sequences or programs of study that align – DOES NOT APPLY
Percent of students passing Advanced Placement Exams –DOES NOT APPLY
Percent of students demonstrating college preparedness (EAP Exam) – DOES NOT APPLY

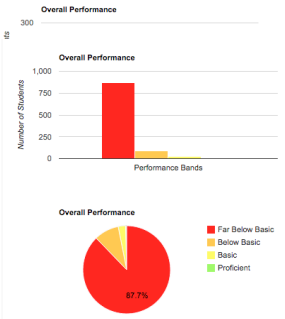
(2) State Priority 1: Basic Services (textbooks) will be moved to Goal #2.
(3) Expected Annual Measureable Outcomes will be revised to align with required metrics.
(4) District will utilize projected funding amounts needed for 2015-16 with the following adjustments:
- Increase available dollars for Professional Development for Administrators. Through collaboration with contracted consultants providing district PD, observation, and conversations with administrators, it was determined that in order to ensure sustainability of effective programs and services deeper PD was needed for administrators.
- Decrease funding amount for Parent Involvement. Funding significantly exceeding the needs for the 2014-15 year.
- During the 2015-16 year, the district will increase the amount budgeted for New Hires PD based on expenditures for the 2014-15 year.

Original GOAL from prior year LCAP:	**#2 – Provide all students with equitable access to core program activities, highly qualified staff, as well as safe and well-maintained schools** **Metrics:** Williams Review, Staff and Parent/Community Surveys, KCSO Safety Review, PFT Data	Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 6__ 7 X 8 X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	**Students will continue to make academic growth and demonstrate understanding of CA CCSS on SBAC and locally adopted measures.**	Actual Annual Measurable Outcomes:	**Statewide Assessments/SBAC** will provide baseline data this year which will be utilized moving forward in setting Annual Measureable Outcomes. **Locally Adopted Measures** indicate that students are making academic growth in understanding CA CCSS. **K-2 ELA**  **Administration #1**  **Administration #2**

3-8 ELA

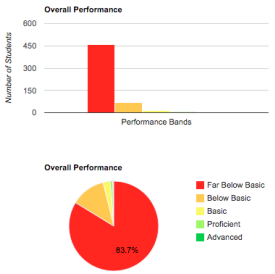


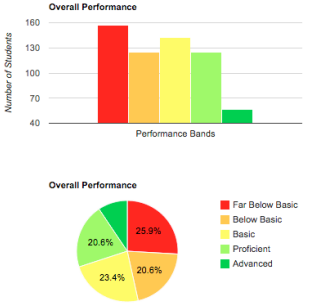


Administration #1

Administration #2

K-2 Math





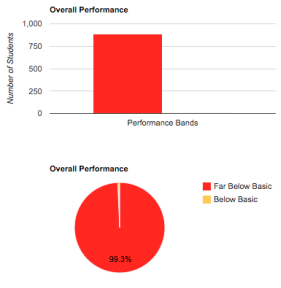
Administration #1

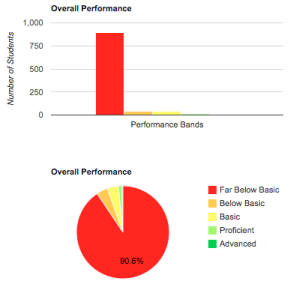
Administration #2

The learning environment will have improved safety.

Students will learn in a facility that is well-maintained and safe.

3-8 Math





Administration #1 **Administration #2**

Student Surveys 2014-15

K-2

82% Feel Safe

72% School Clean

3-8

75% Feel Safe

55% School Clean

Williams Review indicates that CUSD maintained 100% of sites at good to exemplary on Overall summary of School Facility Status .

•**Kings County Sheriff's Office (KCSO**) informal site safety review. This measure was utilized to

Goal #2 included "Provide all students with highly qualified staff"

Students will have access to a high quality physical fitness education program. (Central/Stratford)

develop baseline needs to provide improved safety at each site. Recommendations were implemented at Central School during the 2014-15 Year. The needs identified for the other sites will be addressed in the upcoming years, but moving forward this metric will not be used.

CUSD maintained:
•100% Highly Qualified Teacher Rate
•100% Credentialed Teacher Rate.
•0% of Teacher Misassignment Rate
•0% Credentialed Teacher Teaching Outside of Subject Area Rate
•0% Teachers of English Learner Misassignment Rate

Staff and Parent/Community Surveys 2014-15
60% Ensure credentialed teachers in every classroom

PFT (Physical Fitness Testing) has been completed, but data for the 2014-15 year is not yet available.

School Year	State % in HFZ – 5th Grade	CUSD % in HFZ – 5th Grade	State % in HFZ – 7th Grade	CUSD % in HFZ – 7th Grade
2011-2012	48.6%	36.2%	55%	44.4%
2012-2013	48.6%	46%	55.3%	47.5%
2013-2014	49.9%	59.2%	66.5%	42.7%
2014-	**Not Yet Available**			

			2015	

LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Security and safety enhancements at Central School.		$125,000	Provided security and safety enhancements at Central school including additional and higher fencing around perimeter.	$102,718 (Base)
Scope of service:	Central School		Scope of service:	Central School
_X_ALL			_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	
School Resource Officer		$27,000	Partnered with Kings Co. Sheriff's Dept. to provide a School Resource officer.	$32,280 (Base)
Scope of service:	LEA		Scope of service:	LEA
_X_ALL			_X_ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	
1 physical education teacher (Central/Stratford) and continuation of PE teacher at Neutra. (A 3rd PE teacher is grant funded.)	$180,000	Hired 1 teacher to provide physical education instruction at Central and Stratford schools and maintained 1 PE teacher at Neutra. (A 3rd PE teacher is grant funded.) The district had budgeted $180,000 for the 2014-15 year for the 2 PE Teachers actions. Due to PE Teachers with many years experience securing the positions, the cost was closer to $200,000.	$199,931 (S/C)
Scope of service: Central and Stratford to make equitable across LEA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____		Scope of service: Central and Stratford to make equitable across LEA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____	
1 Instruction Aide (3.75 hours)	$15,000	Hired 1 instructional aide to support physical education instruction at Central and Stratford schools.	$12,126 (S/C)

			(Two PE instructional aides are grant funded provided equitable access across the LEA)		
Scope of service:	Central and Stratford to make equitable across LEA		Scope of service:	Central and Stratford to make equitable across LEA	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In reviewing the Local Assessment data, it indicates that there is less growth for 3rd – 8th grade students than K-2nd students in ELA and Math. This can be attributed to conceptual gaps with the transition to new standards. Although CUSD maintained Highly Qualified and Credentialed Teachers at a rate of 100%, on Parent and Staff Surveys, 60% indicated to Ensure credentialed teachers are in every classroom. It was determined that clarification of what is meant by Highly Qualified and Credentialed needs to be better communicated to community. Therefore, more detail regarding that will be added to Title I Meetings as well as shared at Parent Volunteer Trainings, ELAC, and SSC for the 2015-16 year.

Changes moving forward:
(1)The District will use the Ed. Code Required Metrics for Goal #2 listed below.
Metrics State Priority 1: Basic Services
Teacher Assignments
Credentialed Teachers
Standards Aligned Materials (Sufficiency)
School Facilities in Good Repair - (Facility Inspection Tool (FIT))

Metric State Priority 7: Course Access

Access to Broad Curriculum

Metrics State Priority 8: Other Student Outcomes
Physical Fitness Testing (PFT)

(2) State Priority 1: Basic Services (textbooks) will be moved from Goal #1.
(3) Expected Annual Measureable Outcomes will be revised to align with required metrics. “Students will continue to make academic growth and demonstrate understanding of CA CCSS on SBAC and locally adopted measures” will be revised to align with required metrics and be moved to Goal #1 with Priority 2: Implementation of Standards and Priority 4: Student Achievement.
(4) Kings County Sheriff’s Office (KCSO) informal site safety review was used as a baseline metric to determine needs and will not continue to be used as a metric.
(5) CUSD will utilize Facility Inspection Tool (FIT) as a tool for the School Facilities metric in Goals #2.
(6) Based on the 2014-15 year actuals for 2 PE Teachers actions, the district will adjust the amounts in the out years to address that need.

Original GOAL from prior year LCAP:	**#3 – Meet the needs of English Learners to acquire English Proficiency and academic proficiency.** **Metrics:** AMAOs, ELSSA, Reclassification Rates	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: English Learners	

Expected Annual Measurable Outcomes:	**The percentage of English learners learning English will increase toward state defined growth expectations as measured by CELDT.**	Actual Annual Measurable Outcomes:	**The percentage of English learners learning English did increase toward state defined growth expectations as measured by CELDT.** **•AMAO 1 as measured by CELDT** 2013-14 Target: 59% CUSD: 56.7% 2014-15 Target: 60.5% **•AMAO 2 as measured by CELDT** **Less than 5 years cohort** 2013-14 Target: 22.8% CUSD: 27.7% 2014-15 Target: 24.2 **5 years or more cohort** 2013-14 Target: 49% CUSD: 41.3% 2014-15 Target: 50.9% AMAO data (as measured by **CELDT**) for 2014-15 is not yet available. However, preliminary projections using local data management system (Illuminate) indicate: **AMAO 1** CUSD will meet 2014-15 target. **AMAO 2** (Less than 5 years cohort) CUSD will meet 2014-15 target. **AMAO 2** (5 years or more cohort) CUSD will not meet the 2014-15 target, but will improve by approximately 4%.

			Reclassification Rates from 2013-14 rate of 7.0% (15 students). Reclassification Rates for 2014-15 are not yet available in Dataquest. Local data, however, indicates CUSD has reclassified 37 EL students this year or approximately 15%. Moving forward we will continue to monitor Reclassification Rates in comparison to State and County totals. The **ELSSA** was completed due to CUSD's Title III, Year two Accountability requirements. This metric informed the District that student's at-risk of being Long Term English Learners (LTELs), especially those with multiple years at the Intermediate Level needed a targeted and focused intervention. This metric will not be utilized moving forward.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Meet the needs of English Learners through building the capacity of teachers and providing targeted instruction: 3-week intensive ELD class for Long Term English Learners at the Intermediate Level targeting their specific ELD needs.	$25,000	Met the needs of English Learners through building the capacity of teachers and providing targeted instruction: Provided a 3-week intensive ELD class for Long Term English Learners at the Intermediate Level targeting their specific ELD needs. District was only able to secure 3 teachers rather than 4 planned for.	$14,000 (S/C)

Scope of service:	LEA		Scope of service:	LEA	
__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____			___ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After examining the preliminary data using Illuminate, CUSD local data management system, it appears that the district has made strides towards meeting the needs of English Learners. The work plan for 2015-16 needs to continue to be targeted and focused: •The Intensive ELD for ELs at-risk of becoming Long Term English Learners needs to continue •Investigate Interventions for ELs not making annual progress on CELDT

Analysis of District budgeted vs estimated actuals yielded the following:
•The District budgeted $25,000 for 3-week Intensive ELD Program. The estimated actuals were less due to the Districts ability to secure only 3 teachers instead of 4 teachers.

Changes moving forward:
(1)The District will use the Ed. Code Required Metrics for Goal #3 listed below.

Metrics State Priority 4: Student Achievement
Percentage of ELs making progress toward English Proficiency
English Learner Reclassification Rate

Included as required, but addressed in Goal #1
Metrics State Priority 4: Student Achievement
Statewide Assessments – Students will make progress on locally adopted measures and CAASP. (State Priority 4 Student

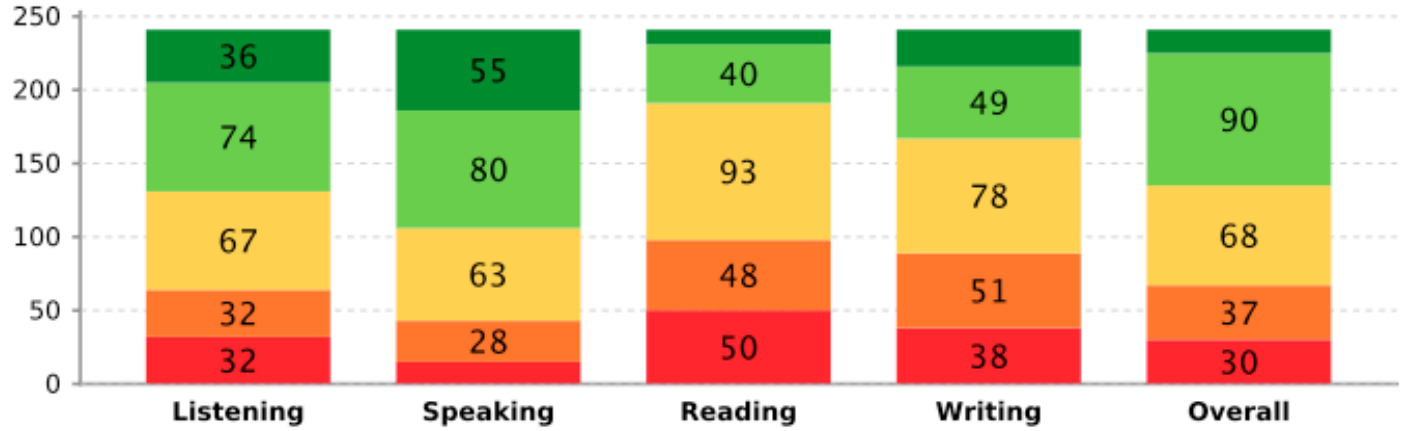
Achievement. See Goal #1)
Academic Performance Index – CDE has yet to release new accountability system. (State Priority 4 Student Achievement. See Goal #1)
Percent of students successfully completing A-G courses – DOES NOT APPLY
Percent of successfully complete CTE sequences or programs of study that align – DOES NOT APPLY
Percent of students passing Advanced Placement Exams –DOES NOT APPLY
Percent of students demonstrating college preparedness (EAP Exam) – DOES NOT APPLY

(2) Expected Annual Measureable Outcomes will be revised to align with required metrics.
(3) ELSSA was used as metric due to Title III Improvement requirements to determine specific needs and will not continue to be used as a metric.
(4) District will utilize projected funding amounts needed for 2015-16 with the following adjustments:
Projected funding for the 2015-16 year considered increases in materials and staffing costs.
The district was only able to secure 3 teachers for the 2015 Intensive ELD. Funding continue as planned with the expectation of utilizing 4 teachers in June 2016

Subject: 2015 CELDT Performance (Initial & Annual Assessments)

Performance Level	Listening		Speaking		Reading		Writing		Overall	
	%	#	%	#	%	#	%	#	%	#
Advanced	15	34	23	53	4	10	11	25	7	16
Early Advanced	31	73	33	78	17	39	21	48	37	87
Intermediate	28	66	26	61	39	91	32	76	29	67
Early Intermediate	12	29	12	28	21	48	21	49	15	35
Beginning	14	32	6	14	20	46	15	36	12	29
								Total Tested		234

of Students at Each Level in Each Domain



Original GOAL from prior year LCAP:	**#4 – Address the social-emotional/behavioral needs of our students leading to attendance issues, suspensions and bullying.** **Metrics:** Staff and Parent Surveys, Suspension and Expulsion Rates, Attendance and Absenteeism Rates	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	**Students will be provided support services to address specific social-emotional and/or behavioral issues/needs.**	Actual Annual Measurable Outcomes:	**District hired a counselor for the 2014-15 year. Students Surveys were utilized in this year for input for 2015-16 and baseline data.** **Staff Surveys** 2013-14 Results Promote wellness curriculum relevant to the whole child 81% High or Extremely High Priority **Parent Surveys** 2013-14 Results Provide counseling or other ways to help students with social or emotional needs 80.6% Agree or Strongly Agree **Staff and Parent Survey** 2014-15 Results In the area of School Climate, respondents indicated: 62% Provide anti-bullying programs 53% Provide social-emotional development programs **Student Surveys -** 2014-15 Results Positive Relationships indicated by: 80% K-2 79% 3-8 Positive School Climate indicated by: 75% K-2

62% 3-8

Both student groups indicated concerns with student behavior in both of these areas.
K-2 71% Safe from Bullies
3-8 46% Bullying not a problem
55% Students respect me
58% Students Friendly

Suspension Rate
2012-13 5.3%
2013-14 4.0%

Expulsion Rate
2012-13 0%
2013-14 0.4%

Attendance Rate
2012-13 Aug-March 96.54%
2013-14 Aug-March 96.78%
2014-15 Aug-March 96.67%

Truancy Rates (Absenteeism Rates)
2012-13: 24.14%
2013-14: 19.63%

Drop Out Rate
2013-14 2

LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
One counselor to focus on behavioral and social adjustment issues, to assist with reduction of suspension/expulsion rates and improved attendance.		$90,000	Hired counselor to focus on behavioral and social adjustment issues, to assist with reduction of suspension/expulsion rates and improved attendance.		$90,421 (S/C)
Scope of service:	LEA - Wide		Scope of service:	LEA - Wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Black or African American __Asian __ American Indian or Alaska Native __Filipino __ Two or More Races __White __ Students with Disabilities __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	During the 2014-15 year, CUSD hired a District Counselor. Suspension Rates and Truancy Rates both improved. However based on Student Survey input, staff and community input on Survey, and additional staff input during an LCAP input meeting on May 4th, student social-emotional needs and behavior are a significant concern. Based on analysis of anticipated funding and desire to utilize current support staff, CUSD will not pursue the addition of a second district counselor during the 2015-16 year. Rather, the district will analyze current social-emotional and anti-bullying program implementation and effectiveness. Moving forward, the district will develop a systematic plan of social-emotional and behavioral including universal and targeted supports. Should data analysis and plan				

development necessitate additional staffing, this will be re-evaluated in future LCAP years.

Changes moving forward:
(1)The District will use the Ed. Code Required Metrics for Goal #4 listed below.

Metrics State Priority 5: Pupil Engagement
School Attendance Rates
Chronic Absenteeism Rates
Middle School Dropout Rates
High School Dropout Rates – DOES NOT APPLY
High School Graduation Rates – DOES NOT APPLY

Metrics State Priority 6: School Climate
Pupil Suspension Rates
Pupil Expulsion Rates
Local Measures - including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

(2) Expected Annual Measureable Outcomes will be revised to align with required metrics.
(3) Revise Goal from “Address the social-emotional/behavioral needs of our students leading to attendance issues, suspensions and bullying.” To “Address the social-emotional/behavioral needs of our students leading to improved attendance, reduced incidents of suspensions and bullying.”
(4) Add Action 4.4 Working with school mental health professionals, Investigate and develop systemic approach to address social wellness needs of students leading to better adjustment
(5) District will utilize projected funding amounts needed for 2015-16 with the following adjustments:
Projected funding for the 2015-16 year considered increases in materials and staffing costs.
Reduced funding for Counselor to $95,000 due to not hiring a second counselor, but allowing for cost increase.
Add funding of $20,000 for Action 4.4.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$ 1,316,327

For the 15-16 school year, the increase in funds over the 2014-15 school year based upon concentration of low income, foster youth, and English Learners is $39,094. Given the increase in district funds under the LCAP, the district expects to utilize these funds over the three-year LCAP plan toward increased achievement, staff development, and increased parental involvement in school processes. Central Union's percentage of unduplicated students dipped slightly from the 2014-15 to the 2015-16 school year. Previously the District was slightly above the 55% threshold for school wide approach with funds/programs/services, and the present rate is marginally under the 55% threshold (54.97% two-year rolling average). As such, the minimal percentage of district programs services and training will target the entire district for purposes of enhancing services for designated students, as well as all children in the district. The district will ensure that the students have an instructional program which is aligned to the California common core standards, and that expenditures are in line with the focus of student's understanding, acquisition, and attainment of the common core standards. In addition, expenditures will be made in the area of 21st-century learning and educational technology in order to best prepare the students for their educational and career futures.

Although in Goal #2 some Actions/Services indicated a specific site, the results are programs or services LEA wide. For example, the Score of Service for Actions/Services 2.3, 2.4, and 2.5 indicate Central/Stratford Schools. These same programs/services are in place at Akers and Neutra via a grant. Further, Scope of Service for Actions/Services 2.1 indicates Neutra School. However, each year the focus is a different school, again resulting in LEA wide implementation of recommendations.

Student safety and mental health needs are a priority and will be addressed with the continuation of counseling services at the elementary schools, maintaining access to a school resource officer, and continuing to enhance school safety. Counseling personnel will continue to provide assistance not only to individual student needs, but the District is investigating approaches to

work on school wide prevention measures to address areas of need systemically through prevention.

Under the LCAP, the district will continue to secure fully credentialed and qualified staff, and provide for professional development training for these individuals again to enhance student achievement. Coaching and professional development will be provided to all staff, with a focus on assisting at risk low-income children and English learners. The district will provide dedicated days for parent training related to common core implementation. The district will seek to provide specific training for parents, related to the current State Standards, and will work on communication and outreach to increase parental involvement to our already successful volunteer program.

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

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

11.72	%

For English learners, the district will offer teachers and instructional support staff training that develops the understanding of the academic needs of the English learner. This training will be interwoven into the broader professional development of the common core. By allowing the staff to have broad understanding of the needs of EL students, this will support academic achievement and advancement of language skills. The District will also specifically target the acquisition of English Language skills through targeted summer school language classes to assist EL students with advancement in English proficiency.

With support from instructional staff, adding counseling services, and continuing with the support of the physical education programs, the district will utilize the continued expansion of these services to meet the needs of unduplicated pupils. The district will increase services for low-income students and foster youth with an increased access to educational technology, in order to prepare students for common core and 21st century learning skills, and targeted intervention and supports to address academic needs.

For the 2015-16 school year, the minimum proportionality percentage (MPP) is 11.72%.

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

8-22-14 [California Department of Education]