

Introduction:

LEA: Cascade Union Elementary School District **Contact:** Dr. Baljinder Dhillon, Superintendent, bdhillon@cuesd.com, 530-378-7000 **LCAP Year:**2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>November 16th – District Office – shared LCAP data</p> <p>January 19th, 2016 – District Leadership Team (made up of community members, teachers and parents) and School Site Council Members from all three schools – Principals shared beginning and mid-year data. Updates on Intervention Programs were shared. LCAP - Progress was shared on goals and action steps.</p> <p>Board Meetings – 2nd Tuesday of every month. Shared LCAP updates and had Public Input sessions.</p> <p style="text-align: center;">◇</p> <p>Monthly Staff Meeting - Anderson Middle School Staff Meeting</p>	<p>All involved groups had a direct impact on the development of the 16-17 LCAP.</p> <p>Specific examples include:</p> <p>Ideas for Professional Development were shared and discussed. The 16-17 School year will continue to focus on ELA and Math and include continued support from SCOE and WestEd. We will reduce the number of hours with SCOE to address teacher input of too much P.D.</p> <p>A plan for updating safety features such as</p>

<p>Monthly Staff Meeting– Meadow Lane Elementary Monthly Staff Meeting– Anderson Heights Elementary During the input session teachers at two out of the three school sites shared they felt they had too much professional development going on at their site. 3rd school was happy with all the professional development they were receiving because it made a difference in the student’s writing.</p> <p style="text-align: center;">◇</p> <p>Parent Survey : 59 parents took the online survey for the LCAP. According to the Parent Survey 40% of the parents strongly agree that Cascade Union Elementary school provides high quality instruction for their child. 41% of the parents agree that their child’s background such as race, ethnicity, religion, economic status is valued at their child’s school. 38% of the parents report that their child is safe on school grounds. 48% of the parents believe that school is doing everything that they can to help their children by offering differentiated instruction during the day, after school intervention, and homework.</p> <p style="text-align: center;">◇</p> <p>Staff Survey 54 teachers took the survey out of 72 teachers in the district. From our staff survey 72% of the staff agree or strongly agree that their school is a supportive and inviting place for staff to work. 64% of the staff report that their school promotes trust and collegiality among staff. 56% of the staff agrees or strongly agrees that the school clearly communicates to students the consequences of breaking school rules. 77% of the staff report that the students at their school know and are expected to act. 40% of the staff report that their school handles student discipline and behavioral problems. 88% of the staff reports that adults at their school treat all students with respect.</p> <p style="text-align: center;">◇</p> <p>March 23, 2016 – Student Leadership Meeting – reviewed educational funding and requirements for LCAP input from stakeholders, reviewed</p>	<p>bells/loudspeakers at AMS, Meadow Lane and Anderson Heights will be included in LCAP as well as a multi-year plan for adding cameras to Meadow Lane and Anderson Heights and fencing at Anderson Middle School.</p> <p>Ideas for increasing family and community engagement will be incorporated in the LCAP.</p> <p>Things that stand out from all three surveys are that parents, students, and staff feel more safe at school. Staff is able to work with grade level teams and with their Para- Professionals since the training that has been provided for the last two years instead of working in their silos. The training has opened up collaboration among schools. Students are able to discuss what they need in order to be successful at school. When the superintendent met with the student leadership team it was pointed out that students have all the gadgets but no one has taught them life skills. Students believe that sometimes in some households parents are not able to teach them about finances, cooking, sewing, or even filling out a job application. The students asked for an elective where 8th grade could have something like that available to them.</p> <p>The District will continue to support special</p>
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<p>CUESD LCAP goals and progress on action steps</p> <p>Student Survey: 220 students took the survey out of 329 students. 76% of the students believe that came prepared to their class, 58% of the students report that they got their work done right away instead of waiting until the last minute. 85% of the students report that they are polite to the adults at their schools and their peers. 46% of the students disagree that challenging themselves won't make me any smarter. 25% of the student report that they can earn all A's in their classes. 43% of the students report that they can master the hardest topics in their class. 80% of the students report that they care quite a bit or care a tremendous amount regarding people's feelings.</p> <p>CSEA , ACTA, and Teamsters – April 28th</p>	<p>education and intervention in the new LCAP. Suggestions included increasing behavioral supports to students. This will be addressed in the 16/17 LCAP.</p> <p>A plan for increasing technology in all classrooms is included in the LCAP. Suggestions included additional Chromebooks and Ipads.</p> <p>Teachers group recommended replacing music teacher with a certificated P.E. teacher in order to increase opportunities for staff collaboration and peer coaching/observation. This will be addressed in LCAP.</p> <p>Action steps to support the continued focus on NGSS will be included in the LCAP.</p> <p>Action steps to continue spirit rallies and assemblies that increase student engagement will be included.</p> <p>Action steps to continue to offer students course access in a variety of areas and disciplines will be included.</p>
<p>Annual Update: January 19th, 2016 – District Leadership Team (made up of community members, teachers and parents) and School Site Council Members from all three schools – Principals shared beginning and mid-year data. Updates on Intervention Programs were shared. LCAP - Progress was shared on goals and action steps.</p>	<p>Annual Update: Input was positive on current professional development plan in LCAP and stakeholders would like to see continued support from Shasta County Office of Education and WestEd in the areas of ELA, particularly reading and writing.</p>

	<p>It was suggested to provide the Community Businesses and Real Estate agencies in the area with brochures about CUESD to inform incoming families of the great schools. This has been done and will continue to be provided.</p> <p>It was also suggested to advertise the District on radio, parent magazine and gym which will continue.</p>
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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

Smarter Balanced Assessment ELA : Standards Met or Exceeded 2014/15 Results			
2014/15	2014/15	2014/15	2014/15
All	Low Income	SPED	English Learners
Cascade/ State	Cascade/ State	Cascade/ State	Cascade/ State
22%/44%	22%/31%	12%/12%	14%/11%
Smarter Balanced Assessment Math : Standards Met or Exceeded 2014/15 Results			
2014/15	2014/15	2014/15	2014/15
All	Low Income	SPED	English Learners
Cascade/ State	Cascade/ State	Cascade/ State	Cascade/ State
17%/33%	18%/21%	6%/9%	11%/11%

Goal Applies to:

Schools: ALL
Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- A. SP 1. Maintain 100% Highly Qualified Teachers.
- B. SP 1 Maintain 0% Misassignments for teachers.
- C. SP 1 Maintain student access to State Standards aligned curriculum in ELA and Math as evidenced by Williams Act data
- D. SP 2. Provide ELD instruction through new ELA adopted curriculum.
- E. SP 7 – 100% of students will have access to after school interventions and enrichment opportunities as evidenced by student enrollment numbers and master schedule.
- F. SP 7. 100% of 7th and 8th grade students will have access to a broad course of study and electives as evidenced by the Master Calendar.
- G. SP 8. Provide Interventions to identified students
 - a. Based on current trimester assessments, any student working below grade level will be invited to attend the

afterschool intervention.

H. SP 8. 90% of identified talented and gifted students to be provided enrichment which will take place before school or after school (Baseline 80%)

I. SP 8. Increase grade level average iReady (State Standard aligned online curriculum) by 10% at each grade level:

5th Math - Tri 1 – 17%, Tri 2 – 26%, Tri 3 – 38%, ELA, Tri 1 - 19%, Tri 2 -32%, Tri 3 - 33%

6th Math –Tri 1 - 14%, Tri 2 - 20%, Tri 3 -22%, 6th ELA, Tri 1 -19%, Tri 2 – 26%, Tri 3 - 24%,

7th Math –Tri 1 – 12%, Tri 2 - 21%, Tri 3 - 35%, 7th ELA, Tri 1 - 18%, Tri 2 - 32%, Tri 3 - 30%

8th Math - Tri 1 – 13%, Tri 2 - 24%, Tri 3 - 28%, 8thELA, Tri 1 - 19%, Tri 2 - 25%, Tri 3 - 30%

Because CUESD is a K-8 district, the following state required metrics do not apply: A-G, AP Pass Rate, EAP, High School Dropout Rate, and High School Graduation Rate. API not applicable in 2015-16.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Maintain 100% Highly Qualified Teachers (HQT) with 0% Missassignments</p> <p>1.1a Maintain monitoring by HR</p> <p>New position that maintains the essential documentation of all staff to assure that only highly qualified teachers instruct our students in all fields of study. Blocks missassigned teachers from instruction outside of their credentials. Also maintains Mandated Reporter requirements for all staff to protect our students.</p>	LEA Wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Monitoring by HR. \$45,917 r-0111,prgm 2710, obj 1-3; Obj 4-5 \$4,500</p>
1.2 Administrators will ensure 100% of students K-	LEA Wide	<input checked="" type="checkbox"/> ALL	\$56,943 r-

<p>8 have access to standards aligned curriculum.</p> <p>Principal's new job duties include maintaining site level curriculum to the 8 State Standards and will also be leading professional development of site staff to ensure that all students will be aligned to current materials.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0111, prgm 2130, obj 1-3 Obj 5***, \$3,000 for Admin time ensure standards are aligned. SCOE PD: r-4035, obj 5801 and 5101 of \$100,000 and West Ed: r-3010, site 020, obj 5801 and 5101of \$75,000</p>
<p>1.3 Provide students access to a broad course of study</p> <p>1.3a Provide after school enrichment</p> <p>1.3b All 7-8th graders attending AMS will have access to an electives.</p> <p>1.3c Maintain 5-8 certificated Band Teacher</p> <p>1.3d Provide .8 FTE PE to k-5</p>	<p>LEA Wide</p>	<p><u>ALL</u></p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1.3a Provided by SCOE Project Share and Title I, Resource 3010, Object 5000, \$125,000</p> <p>Project Share ASES overrun estimate: R-0111, prgm 6010, 5***, \$40,000</p> <p>1.3b Costs are included in</p>

			<p>regular teacher contracted work days.</p> <p>1.3c Band teacher for grades 5-8 \$105,115, obj 1-3, Resource 0111, Program 0192 Music Supplies. Resource 0111, Prog 0192, 0193, object 4000, \$29,000</p> <p>1.3d PE Teacher for AH: \$73,174 r-0111, site 012, prgm 1000, obj 1-3</p>
<p>1.4 Provide extended learning opportunities for students, including unduplicated pupils and students with exceptional needs:</p> <p>1.4a After school tutoring, 1.4b Field Trips 1.4c WES CAMP 1.4d Middle School Athletics</p>	<p>LEA Wide c. AH</p>	<p><u> </u>ALL</p> <p>OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>1.4a Teacher extra duty is coded to r-3010, obj 1115,3 \$17,980</p> <p>1.4b Field Trips: Resource 0111, Prgm 1000, Object 5710, \$9,000</p> <p>1.4c WES Camp for 5th Grade: r-0111, obj 5805, prgm 0100, \$33,600</p>

			1.4d Athletics, r-0111, prgm 007*, 5***, \$100,766
1.5 Increase ELD students' progress toward English Proficiency by implementing ELD embedded and supplementary in the new adopted ELA curriculum with fidelity	LEA Wide	<p><u> </u>ALL</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> X</u> English Learners</p> <p><u> </u>Foster Youth <u> X</u> Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	McGraw Hill textbook adoption: r-4203, obj 43**, \$11,843
1.6 Maintain additional 8th grade teacher to reduce class size in order to better serve our students	LEA Wide	<p><u> </u>ALL</p> <p>OR:</p> <p><u> X</u> Low Income pupils <u> X</u> English Learners</p> <p><u> X</u> Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	1.6 8th grade teacher salary & benefits, LCFF Resource 0111, Prog. 1000, Object 1-3 \$60,219
1.7 Continue to provide CDS program with professional development, increased monitoring and development of program protocols	LEA Wide	<p><u> </u>ALL</p> <p>OR:</p> <p><u> X</u>Low Income pupils <u> X</u> English Learners</p> <p><u> X</u> Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	1.7 Resource 0111, prog 2600, \$212,971 Object 1000-5000
1.8 Provide intervention and enrichment for students, including unduplicated pupils and students with exceptional needs, through Learning Lab 1.8a Purchase and implement curricular resources and instructional materials that meet the learning needs of every student	LEA Wide	<p><u> </u>ALL</p> <p>OR:</p> <p><u> X</u>Low Income pupils <u> X</u> English Learners</p> <p><u> X</u> Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	1.8 7.0 FTE Paraprofession als and 1.85 FTE Learning Center Teachers, Resource 3010, Program 1000, Object 1**0,1**2,

\$71,462, Object
2**0, \$131,423,
Object 3000,
\$40,904,
Resource 0111,
Program 1000,
Object 2-3,
\$50,936
Resource 6500,
Program 1120,
Object 1000,
\$107,827,
Object 2000
\$2,509, Object
3000 \$36,378

Librarian/Learni
ng Lab.
Resource 0111,
Prog. 2420,
Object
2000-3000,
\$126,871

Intervention
Extra Duty:
Resource 0111,
Prgm 1000
Object
1115,3000,
\$16,898, Object
4****, \$83,500,
5***, \$10,000

GATE stipends.
Salary and
Benefits
\$9,328,
resource 0111,
Prog 7140.

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- A. SP 1. Maintain 100% Highly Qualified Teachers.
- B. SP 1 Maintain 0% Misassignments for teachers.
- C. SP 1 Maintain student access to State Standards aligned curriculum in ELA and Math as evidenced by Williams Act data
- D. SP 2. Provide ELD instruction through new ELA adopted curriculum.
- E. SP 7 – 100% of students will have access to a broad course of study through after school interventions and enrichment opportunities as evidenced by student enrollment numbers and master schedule.
- F. SP 7. 100% of 7th and 8th grade students will have access to a broad course of study and electives as evidenced by the Master Calendar.
- G. SP 8. Provide Interventions to identified students
 - a. Based on current trimester assessments, any student working below grade level will be invited to attend the afterschool intervention.
- H. SP 8. 100% of identified talented and gifted students to be provided enrichment which will take place before school or after school (Baseline 90%)
- I. SP 8. Increase grade level average iReady (State Standard aligned online curriculum) by 10% at each grade level

Because CUESD is a K-8 district, the following state required metrics do not apply: A-G, AP Pass Rate, EAP, High School Dropout Rate, and High School Graduation Rate. API not applicable in 2017-18.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Maintain 100% Highly Qualified Teachers (HQT) with 0% Missassignments 1.1a Maintain monitoring by HR	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Monitoring by HR. \$45,917 r-0111,prgm 2710, obj 1-3
1.2 Administrators will ensure 100% of students K-	LEA Wide	<input checked="" type="checkbox"/> ALL	\$56,943 r-

<p>8 have access to standards aligned curriculum.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>0111, prgm 2130, obj 1-3 for Admin time ensure standards are aligned. Obj 5, \$3,000 SCOE PD: r-4035, obj 5801 and 5101 of \$100,000 and West Ed: r-3010, site 020, obj 5801 and 5101of \$75,000</p>
<p>1.3 Provide students access to a broad course of study 1.3a Provide after school enrichment 1.3b All 7-8th graders attending AMS will have access to an electives. 1.3c Maintain 5-8 certificated Band Teacher 1.3d Provide .8 FTE PE to k-5</p>	<p>LEA Wide</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1.3a Provided by SCOE Project Share and Title I, Resource 3010, Object 5000, \$125,000 Project Share ASES overrun estimate: R-0111, prgm 6010, 5***, \$40,000 1.3b Costs are</p>

			<p>included in regular teacher contracted work days.</p> <p>1.3c Band teacher for grades 5-8 \$105,115, obj 1-3, Resource 0111, Program 0192 Music Supplies. Resource 0111, Prog 0192, 0193, object 4000, \$29,000</p> <p>1.3d PE Teacher for AH: \$73,174 r-0111, site 012, prgm 1000, obj 1-3</p>
<p>1.4 Provide extended learning opportunities for students, including unduplicated pupils and students with exceptional needs:</p> <p>1.4a After school tutoring, 1.4b Field Trips 1.4c WES CAMP 1.4d Middle School Athletics</p>	<p>LEA Wide c. AH</p>	<p><u> </u>ALL OR: <u>X</u> Low Income pupils <u> </u>X English Learners <u> </u>Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>1.4a Teacher extra duty is coded to r-3010, obj 1115,3 \$17,980</p> <p>1.4b Field Trips: Resource 0111, Prgm 1000, Object 5710, \$9,000</p> <p>1.4c WES Camp for 5th Grade: r-0111, obj 5805, prgm 0100, \$33,600</p>

			1.4d Athletics, r-0111, prgm 007*, 5***, \$100,766
1.5 Increase ELD students' progress toward English Proficiency by implementing ELD embedded and supplementary in the new adopted ELA curriculum with fidelity	LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	McGraw Hill textbook adoption: r-4203, obj 43**, \$11,843
1.6 Maintain additional 8th grade teacher to reduce class size in order to better serve our students	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1.6 8th grade teacher salary & benefits, LCFF Resource 0111, Prog. 1000, Object 1000 \$42,636. Object 3000 \$17,583
1.7 Continue to provide CDS program with professional development, increased monitoring and development of program protocols	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1.7 Resource 0111, prog 2600, \$212,971 Object 1000-5000
1.8 Provide intervention and enrichment for students, including unduplicated pupils and students with exceptional needs, through Learning Lab 1.8a Purchase and implement curricular resources and instructional materials that meet the learning needs of every student	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1.8 Total of \$329,121. 1.50 FTE Paraprofessionals and 4.0 FTE Learning Center Teachers, Resource 3010,

Program 1000,
Object 1000,
\$107,827,
Object 2000,
\$23,298, Object
3000, \$40,904,
Resource 0111,
Program 1000,
Object 2000
\$7,871, Object
3000, \$1,723,
Resource 6500,
Program 1120,
Object 1000,
\$107,827,
Object 2000
\$2,509, Object
3000 \$36,378

Librarian/Learn
ing Lab.
Resource 0111,
Prog. 2420,
Object
2000-3000,
\$126,871

Intervention
Extra Duty:
Resource 0111,
Prgm 1000
Object
1115,3000,
\$16,898, Object
4310, \$83,500,
5**, \$10,000

GATE stipends.
Salary and

Benefits
\$9,328,
resource 0111,
Prog 7140.

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> A. SP 1. Maintain 100% Highly Qualified Teachers. B. SP 1 Maintain 0% Misassignments for teachers. C. SP 1 Maintain student access to State Standards aligned curriculum in ELA and Math as evidenced by Williams Act data D. SP 2. Provide ELD instruction through new ELA adopted curriculum. E. SP 7 – 100% of students will have access to after school interventions and enrichment opportunities as evidenced by student enrollment numbers and master schedule. F. SP 7. 100% of 7th and 8th grade students will have access to a broad course of study and electives as evidenced by the Master Calendar. G. SP 8. Provide Interventions to identified students <ul style="list-style-type: none"> a. Based on current trimester assessments, any student working below grade level will be invited to attend the afterschool intervention. H. SP 8. Maintain 100% of identified talented and gifted students being provided enrichment before school or after school. I. SP 8. Increase grade level average iReady (State Standard aligned online curriculum) by 10% at each grade level
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Maintain 100% Highly Qualified Teachers (HQT) with 0% Missassignments 1.1a Maintain monitoring by HR	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Monitoring by HR. \$45,917 r-0111,prgm 2710, obj 1-3

<p>1.2 Administrators will ensure 100% of students K-8 have access to standards aligned curriculum</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$56,943 r-0111, prgm 2130, obj 1-3 for Admin time ensure standards are aligned. SCOE PD: r-4035, obj 5801 and 5101 of \$100,000 and West Ed: r-3010, site 020, obj 5801 and 5101of \$75,000</p>
<p>1.3 Provide students access to a broad course of study 1.3a Provide after school enrichment 1.3b All 7-8th graders attending AMS will have access to an electives. 1.3c Maintain 5-8 certificated Band Teacher 1.3d Provide .8 FTE PE to k-5</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1.3a Provided by SCOE Project Share and Title I, Resource 3010, Object 5000, \$125,000 Project Share ASES overrun estimate: R-0111, prgm 6010, 5***, \$40,000</p>

			<p>1.3b Costs are included in regular teacher contracted work days.</p> <p>1.3c Band teacher for grades 5-8 \$105,115, obj 1-3, Resource 0111, Program 0192 Music Supplies. Resource 0111, Prog 0192, 0193, object 4000, \$29,000</p> <p>1.3d PE Teacher for AH: \$73,174 r-0111, site 012, prgm 1000, obj 1-3</p>
<p>1.4 Provide extended learning opportunities for students, including unduplicated pupils and students with exceptional needs:</p> <p>1.4a After school tutoring, 1.4b Field Trips 1.4c. WES Camp 1.4d Middle School Athletics</p>	<p>LEA Wide C. AH</p>	<p><u> </u>ALL OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>1.4a Teacher extra duty is coded to r-3010, obj 1115,3 \$17,980</p> <p>1.4b Field Trips: Resource 0111, Prgm 1000, Object 5710, \$9,000</p> <p>1.4c WES Camp for 5th Grade: r-0111, obj 5805, prgm</p>

			0100, \$33,600 1.4d Athletics, r-0111, prgm 007*, 5***, \$100,766
1.5 Increase ELD students' progress toward English Proficiency by implementing ELD embedded and supplementary in the new adopted ELA curriculum with fidelity	LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	McGraw Hill textbook adoption: r-4203, obj 43**, \$11,843
1.6 Maintain additional 8th grade teacher to reduce class size in order to better serve our students	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1.6 8th grade teacher salary & benefits, LCFF Resource 0111, Prog. 1000, Object 1000 \$42,636. Object 3000 \$17,583
1.7 Continue to provide CDS program with professional development, increased monitoring and development of program protocols	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	1.7 Resource 0111, prog 2600, \$212,971 Object 1000-5000
1.8 Provide intervention and enrichment for students, including unduplicated pupils and students with exceptional needs, through Learning Lab 1.8a Purchase and implement curricular resources and instructional materials that meet the learning needs of every student	LEA Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	1.8 Total of \$329,121. 1.50 FTE Paraprofessionals and 4.0 FTE Learning Center Teachers,

Resource 3010,
 Program 1000,
 Object 1000,
 \$107,827,
 Object 2000,
 \$23,298, Object
 3000, \$40,904,
 Resource 0111,
 Program 1000,
 Object 2000
 \$7,871, Object
 3000, \$1,723,
 Resource 6500,
 Program 1120,
 Object 1000,
 \$107,827,
 Object 2000
 \$2,509, Object
 3000 \$36,378

Librarian/Learn
 ing Lab.
 Resource 0111,
 Prog. 2420,
 Object
 2000-3000,
 \$126,871

Intervention
 Extra Duty:
 Resource 0111,
 Prgm 1000
 Object
 1115,3000,
 \$16,898, Object
 4310, \$83,500,
 5**, \$10,000

GATE stipends.

			Salary and Benefits \$9,328, resource 0111, Prog 7140.
GOAL 2:	CUESD will provide professional development to our teaching and support staff to ensure students receive a rich learning environment of communication, collaboration, critical thinking, and creativity in order to be college and career ready.		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____
Identified Need :	15/16 Goal: Depth of knowledge: all three sites should be at 2.8% to 3.0%. Two out of three of our schools are at the 2.8% level of DOK. Continue working on this DOK goal to bring all three schools to 3.0%. The staff has asked for more writing training next year on the writing from West Ed. More professional development aimed at increasing instructional practices will benefit our district to address state standards implementation. All stakeholder groups indicated the need for continued professional development around state standards.		
Goal Applies to:	Schools:	ALL	Applicable Pupil Subgroups: ALL
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	A. SP 2. 100% implementation of standards as measured by: <ul style="list-style-type: none"> a. Purchasing CCSS aligned Curriculum (CCSS ELA/Math 100% Aligned CCSS ELA look to adopt 16/17 K-8 100% Aligned in Math) b. 100% of teachers will be trained on the CCSS and California State Standards. c. Students will increase their Depth of Knowledge (DOK) skills as evidenced by walkthrough data. d. DOK level will be raised from 2.8 to 3.0 on the district walkthrough data at all three sites. Baseline: 2 of 3 schools reached an average of 2.8 DOK level e. 100% of teachers will be trained in using technology within the curriculum to support standards aligned instruction 		

- f. Students in grades 3-8 will have access to Chrome Books for use in ELA & IPADS for Math.
- g. NGSS will be introduced to K-8 students as evidenced by teacher lesson plans and master schedules
- B. SP 4. 50% of our EL students will progress toward English Proficiency (CELDT). Baseline: 45% of students moved one level on their CELDT test to show they made one year of progress.
- C. SP 4. 20% of EL students will be reclassified (an 8% increase). Baseline: 18% of the EL students were reclassified in 15/16.
- D. SP 4. Students proficient on the Smarter Balanced assessment will increase by 10% over base percentage of 15-16.

Smarter Balanced Assessment ELA : Standards Met or Exceeded 2014/15 Results			
2014/15	2014/15	2014/15	2014/15
All	Low Income	SPED	English Learners
Cascade/State	Cascade/State	Cascade/State	Cascade/State
22%/44%	22%/31%	12%/12%	14%/11%
Smarter Balanced Assessment Math : Standards Met or Exceeded 2014/15 Results			
2014/15	2014/15	2014/15	2014/15
All	Low Income	SPED	English Learners
Cascade/State	Cascade/State	Cascade/State	Cascade/State
17%/33%	18%/21%	6%/9%	11%/11%

- a. Writing Assessment Scores will be a baseline during the 16-17 school year.
- b. Accelerated Language Program will have a baseline data and a comparison during the 16-17 year.
- E. SP 8. Develop standards aligned assessments
 - a. One assessment for ELA per trimester for each grade
 - b. Grades 4-8: Four writing assessments per year: 85% of students will have increased performance from first assessment to fourth assessment

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide teacher professional development to align	LEA Wide	__ALL	2.1a, b, c, d

instruction to ELA, Math and NGSS standards , use multiple measures to ensure students are successful, and develop units of study and instructional strategies that engage students.

2.1a Training on newly purchased CCSS curriculum

2.1b Develop standards aligned assessments

2.1c Use collaboration time to analyze data and use it to guide instruction , for ability grouping, and to identify students and instructional needs for afterschool programs.

2.1d Participate in STEM Grant

2.1e Pilot a program to develop student learning plans for 6-8th Grade

2.1f Librarian will collaborate with teachers to align library materials with units of study

OR:

Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient

Other Subgroups:(Specify)_____

Staff Development Days: Built into contracted work year

Instructional Staff Development , r-0111, Prog. 2140, obj 1-5, \$70,144

Contract with SCOE and WestEd for ELA and math specialist support: Included in Goal 1.2 above.

Purchase School City software subscription \$15,850 Resource 3010, Program 1000, Object 5800

Subs costs for est. 12 meetings. By grade level, grades K-8. Resource 0111, Program 1000

			<p>Object 1112,3 \$18,538,</p> <p>2.1e Salary cost is part of teacher contracted days</p> <p>2.1f Librarian tech salaries Included in Goal 1.8 above.</p>
<p>2.2 Purchase supplemental standards aligned curriculum:</p> <p>2.2a Math 2016</p> <p>2.2b NGSS</p>	<p>LEA Wide</p>	<p><u> </u>ALL</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners</p> <p><u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify) _____</p>	<p>2.2a. Common Core Textbook Adoption (supplemental materials) Resource 0111, Object 4110, \$30,000</p>
<p>2.3 Train teachers to implement 21st Century technology in standards aligned lessons</p> <p>2.3a Wireless contract</p> <p>2.3b Content filtering</p> <p>2.3c Replacement technology & software subscriptions</p> <p>2.3d Accelerated reader</p> <p>2.3e Star Math</p> <p>2.3f Chrome Books</p> <p>2.3g iPads</p> <p>2.3h Teacher workstations</p> <p>2.3i Smart boards and projectors</p>	<p>LEA Wide</p>	<p><u> </u>ALL</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners</p> <p><u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify) _____</p>	<p>2.3a, b, c. Wireless contract: Content filtering Replacement technology & software subscriptions \$26,000, Resource 0111, Program 7700, Object 5801, Program 7200, Object 5***, \$3,600</p> <p>2.3d,e. Accelerated reader: Star</p>

Math, AIMS web, i-Ready \$52,256 Resource 3010, Program 1000, Object 5801

2.3f, g, h, i. Instructional Materials and Non-Capit. Equip, Resource 0111, Object 4*** \$46,884

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- A. SP 2. 100% implementation of standards as measured by:
 - a. Maintain CCSS aligned Curriculum
 - b. 100% of teachers will be trained on the CCSS and California State Standards.
 - c. Students will increase their Depth of Knowledge (DOK) skills as evidenced by walkthrough data.
 - d. DOK level will be raised from 3.0 to 3.5 on the district walkthrough data at all three sites. Baseline: 3.0
 - e. 100% of teachers will be trained in using technology within the curriculum to support standards aligned instruction
 - f. Students in grades 3-8 will have access to Chrome Books for use in ELA & IPADS for Math.
 - g. NGSS will be introduced to K-8 students as evidenced by teacher lesson plans and master schedules
- B. SP 4. 60% of our EL students will progress toward English Proficiency (CELDT). Baseline: 50% of students moved one level on their CELDT test to show they made one year of progress.
- C. SP 4. 25% of EL students will be reclassified. Baseline: 20% of the EL students were reclassified in 16/17.
- D. SP 4. Students proficient on the Smarter Balanced assessment will increase by 10% over base percentage of 16-17.
 - a. Writing Assessment Scores will improve by 10% over the baseline 16-17 school year of students scoring proficient.

- b. Accelerated Language Program will have an increase of proficiency over the baseline 16-17 year.
- E. SP 8. Maintain standards aligned assessments
 - a. One assessment for ELA per trimester for each grade
 - b. Grades 4-8: Four writing assessments per year: 85% of students will have increased performance from first assessment to fourth assessment

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Provide teacher professional development to align instruction to ELA, Math and NGSS standards , use multiple measures to ensure students are successful, and develop units of study and instructional strategies that engage students.</p> <p>2.1a Training on newly purchased CCSS curriculum</p> <p>2.1b Develop standards aligned assessments</p> <p>2.1c Use collaboration time to analyze data and use it to guide instruction , for ability grouping, and to identify students and instructional needs for afterschool programs.</p> <p>2.1d Participate in STEM Grant</p> <p>2.1e Pilot a program to develop student learning plans for 6-8th Grade</p> <p>2.1f Librarian will collaborate with teachers to align library materials with units of study</p>	<p>LEA Wide</p>	<p><u> </u>ALL</p> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners</p> <p><u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>2.1a, b, c, d Staff Development Days: Built into contracted work year</p> <p>Instructional Staff Development , r-0111, Prog. 2140, obj 1-5, \$70,144</p> <p>Contract with SCOE and WestEd for ELA and math specialist support: Included in Goal 1.2 above.</p> <p>Purchase School City software subscription</p>

			<p>\$15,850 Resource 3010, Program 1000, Object 5800</p> <p>Subs costs for est. 12 meetings. By grade level, grades K-8. Resource 0111, Program 1000 Object 1112,3 \$18,538,</p> <p>2.1e Salary cost is part of teacher contracted days</p> <p>2.1f Librarian tech salaries Included in Goal 1.8 above.</p>
<p>2.2 Maintain standards aligned curriculum: 2.2a purchase supplemental curriculum as necessary</p>	<p>LEA Wide</p>	<p><u> </u>ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>2.2a. Common Core Textbook Adoption (supplemental materials) Resource 0111, Object 4110, \$30,000</p>
<p>2.3 Train teachers to implement 21st Century technology in standards aligned lessons 2.3a Wireless contract 2.3b Content filtering 2.3c Replacement technology & software</p>	<p>LEA Wide</p>	<p><u> </u>ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>2.3a, b, c. Wireless contract: Content filtering Replacement technology & software</p>

<p>subscriptions 2.3d Accelerated reader 2.3e Star Math 2.3f Chrome Books 2.3g iPads 2.3h Teacher workstations 2.3i Smart boards and projectors</p>			<p>subscriptions \$26,000, Resource 0111, Program 7700, Object 5801, Program 7200, Object 5***, \$3,600</p> <p>2.3d,e. Accelerated reader: Star Math, AIMS web, i-Ready \$52,256 Resource 3010, Program 1000, Object 5801</p> <p>2.3f, g, h, i. Instructional Materials and Non-Capit. Equip, Resource 0111, Object 4*** \$46,884</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>A. SP 2. 100% implementation of standards as measured by:</p> <ul style="list-style-type: none"> a. Purchasing CCSS aligned Curriculum K-8 Science b. Maintain 100% of teachers will be trained on the CCSS and California State Standards. c. Students will increase their Depth of Knowledge (DOK) skills as evidenced by walkthrough data. d. DOK level will be raised from 3.5 to 4.0 on the district walkthrough data at all three sites. Baseline: All schools reached an average of 3.5 DOK level
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- e. 100% of teachers will be trained in using technology within the curriculum to support standards aligned instruction
- f. Students in grades 3-8 will have access to Chrome Books for use in ELA & IPADS for Math.
- g. NGSS will be introduced to K-8 students as evidenced by teacher lesson plans and master schedules
- B. SP 4. 70% of our EL students will progress toward English Proficiency (CELDT). Baseline: 60% of students moved one level on their CELDT test to show they made one year of progress.
- C. SP 4. 40% of EL students will be reclassified . Baseline: 30% of the EL students were reclassified in 17/18.
- D. SP 4. Students proficient on the Smarter Balanced assessment will increase by 10% over base percentage of 17-18.
 - a. Writing Assessment Scores will be a baseline during the 16-17 school year.
 - b. Accelerated Language Program will have a baseline data and a comparison during the 16-17 year.
- E. SP 8. Develop standards aligned assessments
 - a. One assessment for ELA per trimester for each grade
 - b. Grades 4-8: Four writing assessments per year: 85% of students will have increased performance from first assessment to fourth assessment

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Provide teacher professional development to align instruction to ELA, Math and NGSS standards , use multiple measures to ensure students are successful, and develop units of study and instructional strategies that engage students.</p> <p>2.1a Training on newly purchased CCSS curriculum</p> <p>2.1b Develop standards aligned assessments</p> <p>2.1c Use collaboration time to analyze data and use it to guide instruction , for ability grouping, and to identify students and</p>	LEA Wide	<p><u> </u> ALL</p> <p>OR:</p> <p><u> X </u> Low Income pupils <u> X </u> English Learners</p> <p><u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify) _____</p>	<p>2.1a, b, c, d Staff Development Days</p> <p>Instructional Staff Development , r-0111, Prog. 2140, obj 1-5, \$70,144</p> <p>Contract with SCOE and WestEd for ELA</p>

<p>instructional needs for afterschool programs. 2.1d Participate in STEM Grant 2.1e Pilot a program to develop student learning plans for 6-8th Grade 2.1f Librarian will collaborate with teachers to align library materials with units of study</p>			<p>and math specialist support: Included in Goal 1.2 above.</p> <p>Purchase School City software subscription \$15,850 Resource 3010, Program 1000, Object 5800</p> <p>Subs costs for est. 12 meetings. By grade level, grades K-8. Resource 0111, Program 1000 Object 1112,3 \$18,538,</p> <p>2.1e Salary cost is part of teacher contracted days</p> <p>2.1f Librarian tech salaries Included in Goal 1.8 above.</p>
<p>2.2 Purchase standards aligned curriculum: 2.2a NGSS K-8</p>	<p>LEA Wide</p>	<p><u> </u>ALL OR: <u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: (Specify)_____</p>	<p>2.2a. Common Core Textbook Adoption (supplemental materials)</p>

			Resource 0111, Object 4110, \$30,000
<p>2.3 Train teachers to implement 21st Century technology in standards aligned lessons</p> <p>2.3a Wireless contract</p> <p>2.3b Content filtering</p> <p>2.3c Replacement technology & software subscriptions</p> <p>2.3d Accelerated reader</p> <p>2.3e Star Math</p> <p>2.3f Chrome Books</p> <p>2.3g iPads</p> <p>2.3h Teacher workstations</p> <p>2.3i Smart boards and projectors</p>	LEA Wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>2.3a, b, c. Wireless contract: Content filtering Replacement technology & software subscriptions \$26,000, Resource 0111, Program 7700, Object 5801, Program 7200, Object 5***, \$3,600</p> <p>2.3d,e. Accelerated reader: Star Math, AIMS web, i-Ready \$52,256 Resource 3010, Program 1000, Object 5801</p> <p>2.3f, g, h, i. Instructional Materials and Non-Capit. Equip, Resource 0111, Object 4*** \$46,884</p>

<p>GOAL 3:</p>	<p>Each site will increase school connectedness by providing a socially, physically, and emotionally safe environment that is culturally responsive to all students and families.</p>	<p>Related State and/or Local Priorities: 1_X 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>At our LCAP stakeholder meeting our union suggested we need one Behavior Intervention Specialist at each site because of all the students that are effected by Trauma in our student population.</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>ALL</p>
	<p>Applicable Pupil Subgroups:</p>	<p>ALL</p>
<p>LCAP Year 1: 2016-17</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> A. SP 1. 100% of the CUESD schools will be in good condition according to our FIT report. B. SP 3. Maintain parent outreach to provide the school with parent input in making decisions for the school district and individual school sites by involving parents in District Leadership Team, parent surveys, personal contact with Community Liaison, and public input activities. C. SP 3: Provide opportunities for parents to participate in programs including students with exceptional needs and unduplicated pupils. D. SP 5 <ul style="list-style-type: none"> a. Attendance rate will increase from 94.75% to 95.28% Baseline: We were able to increase our attendance rate at all three sites in 15-16 to 95.28% during the year but had a drop off to 94.75% right at the end. b. Tardy rates will decrease by 5% to 10%. Baseline: Tardy rates have decreased by 5% at all three school sites in 15-16. c. Truancy rates will decrease by 5% to 8% . Baseline 13% d. Chronic absenteeism will decrease by 2% to 3%: Baseline 5% e. Middle school dropout rate will remain at 0% E. SP 6. School Climate will improve as demonstrated by <ul style="list-style-type: none"> a. Decrease student suspensions by 5% to 6.8. Baseline: 11.8% Maintain <1% student expulsions. b. An improved increase from 55% to 60% sense of school safety and connectedness to school and community by surveys of our pupils, staff, and parents. c. Parent engagement for attending School Wide Programs in our district will increase by 10% to 45%. Baseline 	

25%.			
d. Maintain Community Liaison contact with families.			
F. SP 6 Maintain behavior support on all campuses.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Maintain safe, secure facilities in good repair</p> <p style="padding-left: 20px;">3.1a Ensure safe school campus environment by adding cameras and fencing at all three schools over the three year period.</p> <p style="padding-left: 20px;">3.1b Campus Supervisor at AMS</p>	LEA Wide	<p><u> </u> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><u>X</u> Low Income pupils <u> </u> English Learners</p> <p><u>X</u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>3.1a Fencing and Cameras Resource 0111, Prog. 8110, Object 4540 & 5630, \$120,000</p> <p>Prog. 8200, Obj 5630,\$20,000</p> <p>3.1b Campus Supervisor, r-0111, Func 3900, obj 1-3, \$9,670</p>
<p>3.2 Engage school sites with developing and implementing a system that informs students' discipline interventions.</p> <p style="padding-left: 20px;">3.2a engage school sites with developing and implementing an academic behavior support system.</p>		<p><u>X</u> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>3.2 Included in teacher, behaviorist and administrator contracted work days</p> <p>3.2a Dean of Students r-3010, \$67,584 & r-0111 \$45,058, prgm 2110, obj 1-3</p>
3.3 To increase attendance rates, provide	LEA Wide	<u>X</u> ALL	3.3 Unrestricted

<p>transportation to all students 3.3a including transportation for students who participate in intervention & summer school.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Resource 7230 Objects 2000-5000 \$363,188 3.3a Transportation encroachment costs \$233,503 Resource 0111 Program 3600 Objects 2000-5000</p>
<p>3.4 CUESD will employ a certificated teacher as a Community Liaison to facilitate engagement between home to school and community to improve school to home connections, attendance, access to school and community support services to assist students and families, and encourage parent/family participation in school programs.</p>	<p>LEA Wide</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>3.4 Resource 0111, Prog. 5000, Objects 1000-5000 \$94,189</p>
<p>3.5 Maintain Behaviorist to assist all three sites in providing students and families' assistance to navigate social services, improve attendance, and build programs that develop on-going relationships from school to home. 3.5 a Behaviorist 3.5 b Hire Behavior Interventionist Aides</p>	<p>LEA Wide</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>3.5a Resource 0111, Program 3110. Obj 1-5, \$78,629 3.5b Resource 0111, Program 1130, Obj 2-3, \$217,318</p>
<p>3.6 Maintain an attendance data clerk to monitor and improve student attendance and data.</p>	<p>LEA Wide</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>3.6 Classified Salary & benefits. Resource 0111, Program 2700, Objects 1-5,</p>

			\$61,694
3.7 Maintain nursing services to provide health services for students and family support regarding health issues such as obtaining glasses and health outreach	LEA Wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	3.7 Health clerk/nurse costs. Resource 0111, Program 3140, Object 2-3, \$19,003 Health/Nurse Supplies, Resource 0111, Prog 3140, Object 4000, \$1,150

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>A. SP 1. 100% of the CUESD schools will be in good condition according to our FIT report.</p> <p>B. SP 3. Maintain parent outreach to provide the school with parent input in making decisions for the school district and individual school sites by involving parents in District Leadership Team, parent surveys, personal contact with Community Liaison, and public input activities.</p> <p>C. SP 3: Provide opportunities for parents to participate in programs including students with exceptional needs and unduplicated pupils.</p> <p>D. SP 5 Attendance rate will increase from 96% to 97% Baseline: 96%</p> <p style="margin-left: 20px;">a. Tardy rates will decrease by 2% to 3%. Baseline: 5%</p> <p style="margin-left: 20px;">b. Truancy rates will decrease by 2% to 3%. Baseline 5%</p> <p style="margin-left: 20px;">c. Chronic absenteeism will decrease from .5% to 2%. Baseline 2.5%</p> <p style="margin-left: 20px;">d. Middle school dropout rate will remain at 0%</p> <p>E. SP 6. School Climate will improve as demonstrated by</p> <p style="margin-left: 20px;">a. Decrease student suspensions by 3% to 3.8%. Baseline 6.8% Maintain <1% student expulsions.</p> <p style="margin-left: 20px;">b. An improved increase from 60% to 65% sense of school safety and connectedness to school and community by surveys of our pupils, staff, and parents.</p>
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- c. Parent engagement for attending School Wide Programs in our district will increase by 10% to 55%.
 - d. Maintain Community Liaison contact with families.
- F. SP 6 Maintain Behaviorist and Behavior Aides on all campuses.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Maintain safe, secure facilities in good repair</p> <p>3.1a Ensure safe school campus environment by adding cameras and fencing at all three schools over the three year period.</p> <p>3.1b Campus Supervisor at AMS</p>	LEA Wide	<p><u> </u> ALL</p> <p>OR:</p> <p><u> X </u> Low Income pupils <u> X </u> English Learners</p> <p><u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>3.1a Fencing and Cameras Resource 0111, Prog. 8110, Object 4540 & 5630, \$120,000</p> <p>Prog. 8200, Obj 5630,\$20,000</p> <p>3.1b Campus Supervisor, r-0111, Func 3900, obj 1-3, \$9,670</p>
<p>3.2 Engage school sites with developing and implementing a system that informs students' discipline interventions.</p> <p>3.2a engage school sites with developing and implementing an academic behavior support system.</p>	LEA Wide	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>3.2 Included in teacher, behaviorist and administrator contracted work days</p> <p>3.2a Dean of Students r-3010, \$67,584 & r-0111 \$45,058, prgm 2110, obj 1-3</p>
3.3 To increase attendance rates, provide	LEA Wide	<u> X </u> ALL	3.3 Unrestricted

<p>transportation to all students 3.3a including transportation for students who participate in intervention & summer school.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Resource 7230 Objects 2000-5000 \$363,188 3.3a Transportation encroachment costs \$233,503 Resource 0111 Program 3600 Objects 2000-5000</p>
<p>3.4 CUESD will employ a certificated teacher as a Community Liaison to facilitate engagement between home to school and community to improve school to home connections, attendance, access to school and community support services to assist students and families, and encourage participation in school programs.</p>	<p>LEA Wide</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>3.4 Resource 0111, Prog. 5000, Objects 1000-5000 \$94,189</p>
<p>3.5 Maintain Behaviorist to assist all three sites in providing students and families' assistance to navigate social services, improve attendance, and build programs that develop on-going relationships from school to home.</p>	<p>LEA Wide</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>3.5a Resource 0111, Program 3110. Obj 1-5, \$78,629</p>
<p>3.6 Maintain Behaviorist Intervention Aides to assist students with monitoring their behavior.</p>	<p>LEA Wide</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>3.6 Resource 0111, Program 1130, Obj 2-3, \$217,318</p>
<p>3.7 Maintain an attendance data clerk to monitor and improve student attendance and data.</p>		<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>3.7 Classified Salary & benefits. Resource 0111, Program 2700,</p>

			Objects 1-5, \$61,694
3.8 Maintain nursing services to provide health services for students and family support regarding health issues such as obtaining glasses and health outreach	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	3.8 Health clerk/nurse costs. Resource 0111, Program 3140, Object 2-3, \$19,003 Health/Nurse Supplies, Resource 0111, Prog 3140, Object 4000, \$1,150

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> A. SP 1. 100% of the CUESD schools will be in good condition according to our FIT report. B. SP 3. Maintain parent outreach to provide the school with parent input in making decisions for the school district and individual school sites by involving parents in District Leadership Team, parent surveys, personal contact with Community Liaison, and public input activities. C. SP 3: Provide opportunities for parents to participate in programs including students with exceptional needs and unduplicated pupils. D. SP 5 Attendance rate will increase from 96% to 97% Baseline 96%. <ul style="list-style-type: none"> a. Tardy rates will decrease by 2% to 3% . Baseline: 5% b. Truancy rates will decrease by 2% to 3%: Baseline 3% c. Chronic absenteeism will decrease from 5% to 3%. Baseline 5% d. Middle school dropout rate will remain at 0% E. SP 6. School Climate will improve as demonstrated by
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- a. Decrease student suspensions by 5%. Maintain <1% student expulsions.
- b. An improved increase from 55% to 60% sense of school safety and connectedness to school and community by surveys of our pupils, staff, and parents.
- c. Parent engagement for attending School Wide Programs in our district will increase by 10% to 35%.
- d. Maintain Community Liaison contact with families.

F. SP 6 Maintain Behavior Intervention Specialist on all campuses.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Maintain safe, secure facilities in good repair</p> <p>3.1a Ensure safe school campus environment by adding cameras and fencing at all three schools over the three year period.</p> <p>3.1b Campus Supervisor at AMS</p>	<p>LEA Wide</p>	<p><u> </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> X </u> Low Income pupils <u> X </u> English Learners</p> <p><u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify) _____</p>	<p>3.1a Fencing and Cameras Resource 0111, Prog. 8110, Object 4540 & 5630, \$120,000</p> <p>Prog. 8200, Obj 5630, \$20,000</p> <p>3.1b Campus Supervisor, r-0111, Func 3900, obj 1-3, \$9,670</p>
<p>3.2 Engage school sites with developing and implementing a system that informs students' discipline interventions.</p> <p>3.2a engage school sites with developing and implementing an academic behavior support system.</p>	<p>LEA Wide</p>	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify) _____</p>	<p>3.2 Included in teacher, behaviorist and administrator contracted work days</p> <p>3.2a Dean of Students r-3010, \$67,584 & r-0111 \$45,058, prgm 2110, obj 1-3</p>

<p>3.3 To increase attendance rates, provide transportation to all students 3.3a including transportation for students who participate in intervention & summer school.</p>	LEA Wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>3.3 Unrestricted Resource 7230 Objects 2000-5000 \$363,188 3.3a Transportation encroachment costs \$233,503 Resource 0111 Program 3600 Objects 2000-5000</p>
<p>3.4 CUESD will employ a certificated teacher as a Community Liaison to facilitate engagement between home to school and community to improve school to home connections, attendance, access to school and community support services to assist students and families, and encourage participation in school programs.</p>	LEA Wide	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>3.4 Resource 0111, Prog. 5000, Objects 1000-5000 \$94,189</p>
<p>3.5 Maintain a Behaviorist to assist all three sites in providing students and families' assistance to navigate social services, improve attendance, and build programs that develop on-going relationships from school to home.</p>	LEA Wide	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>3.5a Resource 0111, Program 3110. Obj 1-5, \$78,629</p>
<p>3.6 Maintain Behavior Aides to support students in the classroom and on campus.</p>	LEA Wide	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>3.6 Resource 0111, Program 1130, Obj 2-3, \$217,318</p>
<p>3.7 Maintain an attendance data clerk to monitor and</p>	LEA Wide	<p><input type="checkbox"/> ALL</p>	<p>3.7 Classified</p>

improve student attendance and data.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Salary & benefits. Resource 0111, Program 2700, Objects 1-5, \$61,694
3.8 Maintain nursing services to provide health services for students and family support regarding health issues such as obtaining glasses and health outreach	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	3.8 Health clerk/nurse costs. Resource 0111, Program 3140, Object 2-3, \$19,003 Health/Nurse Supplies, Resource 0111, Prog 3140, Object 4000, \$1,150

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

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

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

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

Original GOAL from prior year LCAP:	Goal #1: CUESD will provide 100% of students with a rich learning environment of communication, collaboration, critical thinking, and creativity in order to be college and career ready. Students will meet or exceed Common Core Standards Proficiency as measured by state and local assessments.		Related State and/or Local Priorities: 1_ <u>X</u> 2__ 3__ 4__ 5__ 6__ 7_ <u>X</u> 8_ <u>X</u> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: ALL			
Goal Applies to:	Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	A. Priority #1. Maintain 100% Highly Qualified Teachers. B. Priority #1 Maintain 0% Misassignments for teachers. C. Priority #1 Maintain student access to State Standards aligned curriculum in ELA and Math as evidenced by Williams Act data D. Priority #7 – 100% of students will have access to a broad course of study through after school	Actual Annual Measurable Outcomes:	A. 100% teachers were highly qualified. One Mod/Severe teacher needed to have a PIP to serve special education students. B. There were zero misassignments in the 15-16 school year. C. All grade levels (TK-8) have CCSS aligned materials. D. As evidenced by the master schedule, students received access to a broad course of study.	

	<p>interventions and enrichment opportunities as evidenced by student enrollment numbers and master schedule.</p> <p>E. Priority #7 –100% of ELD students will receive ELD services as evidenced by the master schedule (differentiation hour)</p> <p>F. Priority #7. 100% of 7th and 8th grade students will have an elective in performing arts as evidenced by the master calendar.</p> <p>G. Priority #7 and 8. Maintain 100% of students in grades K-4 and 5-8 having a certificated music teacher.</p> <p>H. Priority #8. Provide Interventions to identified students</p> <p style="padding-left: 40px;">b. Based on current trimester assessments, any student working below grade level will be invited to attend the afterschool intervention.</p> <p>I. Priority #8. 6th-8th grade teachers will begin a pilot program for students to develop learning plans, establish goals, monitor plans and/or receive mentoring.</p> <p>J. Priority #8. 100% of identified talented and gifted students to be provided enrichment which will take place before school or after school (Baseline 18/26=60%)</p> <p>Because CUESD is a K-8 district, the following state required metrics do not apply: A-G, AP Pass Rate, EAP, High School Dropout Rate, and High School Graduation Rate. API not applicable in 2014-15.</p>		<p>E. During the day our students are ability grouped for 1 hour or 1 period a day so that the teachers can meet their needs at the level that they are at. We used Failure Free Reading, Iready, English Language Development program, SIIPs and etc.</p> <p>F. We weren't able to do this because at the middle school we don't have any teachers who have a degree in fine arts.</p> <p>G. Our students from K-4 worked with a music teacher weekly. Each grade level had a performance where parents were invited to attend. These performances were quite elaborate to where it involved lots of work on the teacher and the parents part. 5th-8th grade we offered Band to all the students. All throughout the year the band classes were to capacity. Students enjoy being part of the band and doing community performances. The older students attended a Music competition/ Music Festival in Santa Cruz and the Bay Area where they placed in the top three.</p> <p>H. Students at all three school sites were provided with differentiation instruction during the day. Students at Meadow Lane and at Anderson Middle School were invited to after school intervention and enrichment classes. These programs were well attended and we were able to move students through intervention to regular program. At Anderson Heights we were not able to offer the after school intervention and enrichment because we were not able to find the teachers that wanted to work after school.</p> <p>I. We were not able to complete this action and meet this measurement this year.</p> <p>J. Gate students had classes: such as Robotics, dance,</p>
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				coding classes early in the morning and or after school	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1.1 Maintain 100% Highly Qualified Teachers (HQT) with 0% Missassignments 1.1a Maintain monitoring by HR		1.1a. Costs are included in contracted days for staff in Goal 3, Action #6	1.1 We had a difficulty in finding highly qualified teachers in Special Education. We had to hire people who needed PIPs, GLAP and other permits to teach especially in our Special Education classes that require Mild Moderate, Moderate to severe credentials. 1.1a HR monitored all positions		1.1a Cost included in position not coded to LCAP.
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<u>X</u> ALL			<u>X</u> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1.2 Administrators will ensure 100% of students K-8 have access to standards aligned curriculum.		Costs included in Administrators contracted work days.	1.1 Administrators ensured that 100% of students K-8 had access to standards aligned curriculum.		1.2 Cost included in contract days.
Scope of service:	LEA Wide		Scope of service:	LEA Wide	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.3 Provide students access to a broad course of study 1.3a Provide after school and enrichment 1.3b All 7-8 th graders attending AMS will have access to an elective in performing arts 1.3c Maintain K-4 Certificated Music Teacher 1.3d Maintain 5-8 certificated Music Teacher	1.3a Provided by SCOE Project Share and Title I, Resource 3010, Object 5000, \$125,000 1.3b Costs are included in regular teacher contracted work days. 1.3c K-4th grade music teacher. Resource 0111, Prog 0193 Object 1000, \$52,962. Object 3000 \$18,267	1.3 Students were provided access to a broad course of study. 1.3a two sites were able to offer the after school tutoring program but one was not due to lack of being able to recruit staff. We are able to offer the Jump start program this year. We were unable to fully staff a summer program. 1.b We were not able to recruit a certified teacher to teach fine arts. 1.3c&d Our students from K-4 worked with a music teacher weekly. Each grade level had a performance where parents were invited to attend. 5 th -8 th grade we offered Band to all the students. All throughout the year the band classes were to capacity. Students enjoy being part of the band and doing community performances. The older students attended a Music competition/ Music Festival in Santa Cruz and the Bay Area where they placed in the top three.	1.3 a \$5,000 Resource 3010, Site 20, prgm 1000, Object 5000, this amount was \$120,000 less than budget because the District couldn't get teachers to sign up for afterschool intervention through Project Share SES services. 1.3 b There was no cost associated to this. 1.3c \$79,349

		1.3d Music teacher for grades 5-8 \$79,417 salary + \$22,108 benefits, Resource 0111, Program 0192 1.3c,d Music Supplies. Resource 0111, Prog 0192, 0193, object 4000, \$39,000		r-0111, prgm 0193, Objects 1-4. 1.3d \$125,653 r-0111, prgm 0192, Objects 1-5.
Scope of service:	LEA Wide		Scope of service:	LEA Wide
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
1.4 Provide extended learning opportunities for students, including: 1.4a After school tutoring, 1.4b Jump Start, 1.4c Field Trips and 1.4d Summer programming.		1.4a This cost is in regular contract hours and additional hours are in coded to Title I,	1.4 Extended learning opportunities were offered: 1.4a two sites (Meadow Lane and Anderson Heights) were able to offer the after school tutoring program but one was not. 1.4b We were able to offer the Jump start program this year	1.4a \$19,358 r-0111, prgm 1000, objects 1**5,2**5, 3 Contracted SES services included

	<p>Resource 0000,3010, Object 1-3, \$67,608</p> <p>1.4b Jump Start for students entering kindergarten in Fall Prog. Teacher Salary & benefits. Resource 0111, Program 1000 Object 1000, \$6,717. Object 3000, \$1,470</p> <p>1.4c Field Trips: Resource 0111, Prog 1000, Object 5710, \$9,000</p> <p>1.4d Salaries, Resource 0111, Prog 0049, Object 1000-3000, \$25,657</p>	<p>Students who attended the Jump Start (K-5) during the beginning of the school year were so much better adjusted to school before school started due to the increased time over the summer. Kindergarten, in particular, showed greater preparedness over those who did not attend.</p> <p>1.4c All grade levels have taken approximately two field trips per year for each class.</p> <p>1.4d We were not able to offer summer programming because our teachers are not interested in teaching during the summer.</p>	<p>above in 1.3a</p> <p>1.4b \$21,399 r-0111, Prgm 0049, obj 1-5</p> <p>1.4c Transportation field trips \$9,500. R-0111, obj 5710</p> <p>1.4d Summer 2016 school is not running.</p>
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		<p>1.4d Summer Breakfast: Resource 0111, Prog 0049, Object 4700, \$3,286</p> <p>1.4d Summer Instructional Materials: Resource 0111, Prog 0049, Object 4300, \$900</p> <p>1.4d Summer Field Trips: Resource 0111, Prog 0049, Object 5800, \$125</p>		
Scope of service:	LEA Wide		Scope of service:	LEA Wide
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>1.5 Increase ELD students progress toward English Proficiency 1.5a Provide at least one hour daily of explicit ELD instruction</p>		<p>1.5a Costs are included in regular teacher contracted work days.</p>	<p>1.5 18% of our students were reclassified from EL to fluent English speakers – this exceeded our expectations. 1.5a During the day our students are ability grouped for 1 hour or 1 period a day so that the teachers can meet their needs at the level that they are at. We used Failure Free Reading, Iready, English Language Development program, SIIPs and etc. The ELD reclassification rate exceeded our expected measurement. The Kevin Clark training and materials were effective in addressing the ELD needs, however our teachers have expressed that it is too time intensive to prep for the program and thus is not able to be maintained. Teachers have expressed the desire to go with the new ELD materials in the newly adopted curriculum in place of the Kevin Clark materials. This will be monitored closely in the 16/17 school year.</p>	<p>1.5a Part of regular teacher contracted days.</p>	
<p>Scope of service:</p>	<p>LEA Wide</p>		<p>Scope of service:</p>	<p>LEA Wide</p>	
<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		
		<p>Budgeted Expenditures</p>			<p>Estimated Actual Annual Expenditures</p>
<p>1.6 Maintain additional 8th grade teacher to reduce class size in order to better serve our students.</p>		<p>1.7 8th grade teacher salary & benefits,</p>	<p>1.6 We were able to maintain an extra teacher in the upper grades to reduce class sizes. The additional teacher has proven effective in keeping our class sizes below 30 and, thus, allowing teachers the ability to address individual</p>	<p>1.6 \$77,896 r-0111, site 011, prgm 1000 objects</p>	

	LCFF Resource 0111, Prog. 1000, Object 1000 \$55,915. Object 3000 \$19,085	needs of students.	1-3
Scope of service:	LEA Wide	Scope of service:	LEA Wide
__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.7 Continue to provide CDS program and include professional development, increased monitoring and modifying program protocols.	1.7 Resource 0111, prog 2600, \$132,469 Object 1000-5000	1.7 Teachers at CDS have been invited to attend the Professional Development that we have provided to rest of the teachers. Also our Special Ed. Director was working on aligning more of the curriculum to the adopted curriculum.	\$139,636 r-0111, prgm 2600, objects 1-5
Scope of service:	LEA Wide	Scope of service:	LEA Wide
__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		__ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.8 Provide intervention and enrichment for students	1.8 Total of	1.8 Students at all three school sites were provided with	1.8 \$180,923

<p>through Learning Lab 1.8a Purchase and implement curricular resources and instructional materials that meet the learning needs of every student</p>	<p>\$329,121. 1.50 FTE Paraprofessionals and 4.0 FTE Learning Center Teachers, Resource 3010, Program 1000, Object 1000, \$107,827, Object 2000, \$23,298, Object 3000, \$40,904, Resource 0111, Program 1000, Object 2000 \$7,871, Object 3000, \$1,723, Resource 6500, Program 1120, Object 1000, \$107,827, Object 2000 \$2,509, Object 3000 \$36,378</p> <p>Librarian/Learning Lab. Resource 0111, Prog. 2420, Object 2000-3000, \$120,390 Intervention</p>	<p>differentiated instruction during the day. Students at Meadow Lane and at Anderson Middle School were invited to after school intervention and enrichment classes. These programs were well attended and we were able to move students through intervention to regular program. At Anderson Heights we were not able to staff after school intervention and enrichment. This program is very effective as it allows for differentiation thereby instructing students at their individual levels and needs.</p>	<p>r-3010, prgm 1000, object 1**0,1**2,3**1</p> <p>\$18,140 r-0111, prgm 1000, objects 2-3**2</p> <p>\$217,070 r-6500, prgm 1120, objects 1-3</p> <p>\$124,326 r-0111, prgm 2420, objects 2-3</p> <p>\$5,165 r-0111, prgm 7140, objects 1-5</p> <p>Intervention Duty. R-0111, prog 1000, obj 1115,3, \$2,798</p>
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		<p>Extra Duty: Resource 0111, Object 1115,3000, \$16,898 Object 4000, \$5,605</p> <p>GATE stipends. Salary and Benefits \$9,205, resource 0111, Prog 7140.</p>			
Scope of service:	LEA Wide		Scope of service:	LEA Wide	
<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>We will continue to provide Jump Start services and focus on getting staff for the after school programs which have shown to be very effective in increasing students preparedness for school and success with state standards as well as offer enrichment opportunities. We will continue to maintain an additional 8th grade teacher so as to provide class sizes under 30 which allows teachers more time to address individual student needs. We will continue to make ELD instruction a priority and focus with the newly adopted curriculum. We will focus on providing middle school students with foreign language opportunities.</p>			
Original GOAL from prior year LCAP:	<p>Goal #2 CUESD will provide professional development to our teaching and support staff to ensure students receives a rich learning environment of communication, collaboration, critical thinking, and creativity in order to be college and career ready.</p>		<p>Related State and/or Local Priorities: 1__ 2X 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____</p>		

Goal Applies to:		Schools: ALL	
		Applicable Pupil Subgroups: ALL	
<p>Expected Annual Measurable Outcomes:</p>	<p>A. Priority #2. 100% implementation of standards as measured by:</p> <ul style="list-style-type: none"> a. Purchasing CCSS aligned Curriculum (CCSS ELA/Math 100% Aligned 6-8 CCSS ELA look to adopt 16/17 K-8 100% Aligned in Math) b. 100% of teachers will be trained on the CCSS and California State Standards. a. Students will increase their Depth of Knowledge (DOK) skills as evidenced by walkthrough data. b. Initial DOK level will be raised from 2.38 to 3.0 on the district walkthrough data. c. 100% of teachers will be trained in using technology within the curriculum to support standards aligned instruction <ul style="list-style-type: none"> i. Students in grades 5-8 will have access to Chrome Books for use in ELA & IPADS for Math. d. NGSS will be introduced to K-8 students as evidenced by teacher lesson plans and master schedules <p>B. Priority #4. 50% of our EL students will progress toward English Proficiency (CELDT)</p> <p>C. Priority #4. 20% of EL students will be reclassified (an 8% increase) .</p> <p>D. Priority #4. Students proficient on CAASPP will increase by 5% over base percentage of 2014-15.</p> <ul style="list-style-type: none"> a. 3rd to 8th grade SBAC results will be 14-15 baseline growth to 15-16. b. Writing Assessment Scores will be a baseline during the 15-16 school year. c. Accelerated Language Program will have a 	<p>Actual Annual Measurable Outcomes:</p>	<p>F. Priority #2. 100% implementation of standards as measured by:</p> <ul style="list-style-type: none"> a. Met. b. Met. c. Not met. d. Initial DOK level will be raised from 2.38 to 3.0 on the district walkthrough data. e. Mr. Packham has worked with TK-8th grade teachers on technology training with such things as the Smart board, Apple TV, I pads, and Chromebooks. Many teachers are using this technology with all their curriculum in the classroom. f. NGSS will be introduced to K-8 students as evidenced by teacher lesson plans and master schedules <p>B. Priority #4. 45% of our EL students progressed toward English Proficiency (CELDT)</p> <p>C. Priority #4. We reclassified 18% of our students from EL to fluent English speakers</p> <p>D. Priority #4.</p> <ul style="list-style-type: none"> a. TBD w/ 15-16 SBAC Results b. TBD c. Baseline not created. There was a lot of work in this area, but assessments still need to be aligned to standards. We will continue this work in 16-17. <p>E. Priority #8.</p> <ul style="list-style-type: none"> a. Since we adopted the new ELA program our teachers did not create assessments for Treasures K-5. b. 6th-8th – Teachers worked with West Ed. to

	<p>base line data and a comparison during the 15-16.</p> <p>E. Priority #8. Develop standards aligned assessments</p> <p>a. One assessment for ELA per trimester for each grade</p> <p>b. Grades 4-8: Four writing assessments per year</p> <p>85% of students will have increased performance from first assessment to fourth assessment</p>		<p>come up with an assessment tool for 16-17 school year. 5th-8th grade used the 4 writing assessments a year. The teachers were trained by West Ed. they will continue to be trained by West Ed. next year too.85% of students will have increased performance from first assessment to fourth assessment</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>2.1 Provide teacher professional development to align instruction to ELA, Math and NGSS standards , use multiple measures to ensure students are successful, and develop units of study and instructional strategies that engage students.</p> <p>2.1a Training on newly purchased CCSS curriculum</p> <p>2.1b Develop standards aligned assessments</p> <p>2.1c Use collaboration time to analyze data and use it to guide instruction , for ability grouping, and to identify students and instructional needs for afterschool programs.</p> <p>2.1d Participate in STEM Grant</p> <p>2.1e Pilot a program to develop student learning plans for 6-8th Grade</p> <p>2.1f Librarian will collaborate with teachers to align library materials with units of study</p>	<p>2.1a, b, c, d Staff Development Days: Built into contracted work year: Resource 0111, Object 1110,3, \$56,959</p> <p>Contract with SCOE and WestEd for ELA and math specialist support. Kevin Clark for ELL. \$270,159 Obj 5801</p>	<p>2.1 100% of teachers have been trained in the last two years and we are still not done with CCSS.</p> <p>2.1a Not completed in 2015-16</p> <p>2.1b This was not completed in the 15/16 school year, but will be included as an action step for the 16/17 year.</p> <p>2.1c Collaboration time was used to analyze data, to guide instruction, for ability grouping, and to identify students and instructional needs for afterschool programs.</p> <p>2.1d 12 teachers participated in STEM Grant</p> <p>2.1e This was not accomplished in the 15/16 school year, but will remain a priority for the</p>	<p>2.1a Contracts with West Ed, SCOE, and Kevin Clark. r-0111, \$98,867; r-3010,\$97,515; r-4035,\$130,200; r-4203, \$11,711, objects 58** and 51**</p> <p>2.1b,c Included in normal contracted</p>

	<p>Title 1 part: \$90,000 Title II part funding: \$129,405 Title III: 8,754 Resource 0111, prog. 2130, Object 5000: \$45,000</p> <p>Purchase School City software subscription \$15,850 Resource 3010, Program 1000, Object 4000</p> <p>Subs costs for est. 12 meetings. By grade level, grades K-4. Resource 0111, Program 1000 Object 1000, \$16,200, Object 3000, \$2,338</p> <p>2.1e Salary cost is part of teacher contracted days</p> <p>2.1f Librarian</p>	<p>16/17 school year.</p> <p>2.1f Done at AMS. Will continue for other two sites in 16/17.</p>	<p>day.</p> <p>2.1d No associated cost, but teachers did participate.</p> <p>2.1e \$15,000 r-3010, prgm 1000, object 4***</p> <p>2.1f Included in 1.8 above.</p>
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		tech salaries. Resource 0111, Program 2420 Object 2000, \$74,834, Object 3000, \$45,556		
Scope of service:	LEA Wide		Scope of service:	LEA Wide
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
2.2 Purchase supplemental standards aligned curriculum: 2.2a Math 2016		2.2a. Cost of new/additional supplemental math adoptions. Resource 3010, object 5801 \$24,500 2.2a. Common Core Textbook Adoption (supplemental materials) Resource 0111, Object 4110, \$200,000	Done at all the grade levels from TK-8	2.2a \$31,308 i-Ready r-3010, prgm 1000, obj 5801 2.2a \$448,989 r-0111, object 4110: During closing the District will move the % of cost to r-6300 for the pupils not within the Supplemental

				and Concentration Grant Funding.
Scope of service:	LEA Wide	Scope of service:	LEA Wide	
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
		Budgeted Expenditures		Estimated Actual Annual Expenditures
2.3 Train teachers to implement 21 st Century technology in standards aligned lessons 2.3a Wireless contract 2.3b Content filtering 2.3c Replacement technology & software subscriptions 2.3d Accelerated reader 2.3e Star Math 2.3f Chrome Books 2.3g iPads 2.3h Teacher workstations 2.3i Smart boards and projectors Technology Coordinator will provide training throughout the year to all teachers at all four sites with the implementation of our new technology.		Professional Development costs are included in Tech Coordinator below (2.4). 2.3a, b, c. Wireless contract: Content filtering Replacement technology & software subscriptions \$26,000, Resource 0111, Program 7700,	Our students have updated access to 21 st century technology. Our students from 3 rd to 4 th grade have 1 to 1 chrome books for students with some IPADS left in the classrooms. The reason Cascade went with chrome books for the older students is that they can access the curriculum/testing easier compared to the IPADS. Also students are able to do their intervention with I-Ready on the chromebooks better than the Ipads. TK-2 nd students have 1 to 1 IPADS for all students. Every classrooms at Cascade has a Smart board with every teacher getting training from our technology teachers on how to use that with the curriculum that we have adopted. The teachers were given choice of having an IPAD , laptop , or a desk top to work from and they were provided with whatever tool they felt most comfortable with. Many teachers chose Dell lap top however we had some teachers	2.3a,b,c \$9,512 r-0111, orgm 7700, object 5801 2.3d,e \$12,500 r-3010, obj 5801 2.3f \$181,843 r-0111, prgm 1000, object 43**-45**

	Object 5801 2.3d,e. Accelerated reader: Star Math \$14,560 Resource 3010, Program 1000, Object 5801 2.3f, g, h, i. Instructional Materials and Non-Capit. Equip, Resource 0111, Object 4000 \$242,776	that stayed with the desk top model. All the classrooms were given new cameras to use to project from their smart board the old ones the students couldn't see it projected on the smartboard.	
Scope of service:	LEA Wide	Scope of service:	LEA Wide
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.4 Maintain Educational Tech Data Coordinator.	2.4 Educational Technology Data Coordinator. Resource 0111	2.4 The Educational Tech Data Coordinator worked with teachers and students on setting up technology and in the implementation of utilizing data. This position was originally set up as a 195 day contract as we had a lot of	\$122,685 r-0111, prgm 2140, objects 1-4

		Program 2140, Object 1000, \$74,417. Object 3000 \$21,413 Object 4000, \$3,500	new technology to support in the 15/16 school year. We value this position and believe that for the 16/17 year a 182 day calendar will be sufficient to meet the needs of the district as there won't be the bulk purchases and training needs as in the past year.	
Scope of service:	LEA Wide		Scope of service:	
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
2.5 Continue to train selected teachers at each site in ELD to work with our EL students		2.5 Kevin Clark costs are noted in Action 2.1 above.	2.5 We trained selected teachers at each site in ELD. These were primarily teachers that had already been working with EL students and not new teachers.	2.5 Included in 2.1a above
Scope of service:	LEA Wide		Scope of service:	LEA Wide
__ALL			__ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		During the 16-17 school year the district will not have Professional Development in Math or ELA since for the past two years the staff has had monthly training on both of the subjects. K-8 teachers will still receive training in writing. K-4 will receive training in Writing from Shasta County and 5 th -8 th will receive training from West Ed. Also Cascade teachers will be using the EL component of from our newly adopted ELA to teach our English Learners . This goal will not		

change during the 16-17 school year.,

Original GOAL from prior year LCAP:

Goal #3: Each site will increase school connectedness by providing a socially, physically, and emotionally safe environment that is culturally responsive to all students and families.

Related State and/or Local Priorities:
 1 X 2__ 3__ 4__ 5 X 6 X 7__
 8__
 COE only: 9__ 10__
 Local : Specify _____

Goal Applies to:

Schools: ALL

Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:

- a. Priority #1. 100% of the CUESD schools will be in good condition according to our FIT report.
- b. Priority #1 100% 3rd and 4th grade students will be provided an enclosed play area on the back playground on the Anderson Heights Elementary campus to ensure safety and physically appropriate activities
- c. Priority #5 – CUESD students will have opportunities with school-wide and district-wide Attendance incentive and community outreach to assist with each student attending school daily.
 - a. Attendance rate will increase from 94.28% to 95.28%
 - b. Tardy rates will decrease by 5% to 15% who are tardy
 - c. Truancy rates will decrease by 5% to 8% who are truant
 - d. Chronic absenteeism will decrease from 5% to 3%
 - e. Middle school dropout rate will remain at 0%
- d. Priority #6. School Climate will improve as

Actual Annual Measurable Outcomes:

- A. All CUESD have received a rating of “good” according to our FIT reports.
- B. We are finishing up the fencing at Anderson Heights and will continue the fencing at AMS. Cameras will be needed at all our sites.
- C. a. Attendance rate increased .06% to 94.34% for the year.
 b. District’s Tardy rate for the school year was 4.78%
 c. District’s Truancy rate was 2.7% for the school year.
 d. Chronic Absenteeism was 4.9% for the school year.
 e. The District had zero dropouts for the school year.
- D. a. The District suspended 67 students in the school year.
 b. The District had one expulsion for the school year.
 c. The District sent our many surveys to parents, staff and students and we receive very good feedback on needs and issues related to our schools.
 d. Each school site has kept track of parents attending events and it has increased by 20% at all of our sites.
 e. We have a Community Liaison who has worked with the schools and the community this year to increase parent involvement. We have had more involvement from the parents in our school events.
- E. We hired a Behaviorist Intervention specialist instead of a counselor.

	<p>demonstrated by</p> <ul style="list-style-type: none"> a. A decrease in pupil suspensions from 283 students to 177 which is a decrease of 62%. b. expulsion rates to 0%, as well as,- Cascade had 1 expulsion during the 15-16 school year. c. an improved increase from 40% to 50% a sense of school safety and connectedness to school and community by surveys of our pupils, staff, and parents d. Parent engagement for attending School Wide Programs in our district will increase by 10% to 25%. e. Community Liaison contact with families will increase by 5%. <p>e. Priority #6 100% of K-8 students will have access to a school counselor.</p>		
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>3.1 Maintain safe, secure facilities in good repair</p> <p>3.1a Ensure safe school campus environment by adding cameras and fencing all three schools over the three year period.</p>	<p>3.1a Fencing and Cameras Resource 0111, Prog. 8110, Object 4530 & 5630, \$90,000</p>	<p>3.1a We are finishing up the fencing at Anderson Heights and will continue the fencing at AMS. Cameras will be needed at all our sites.</p>	<p>\$42,278 r-0111, Prog. 8110, Object 4540 & 5630</p>

Scope of service:		LEA Wide: AH	Scope of service:		LEA Wide: AH		
__ALL			__ALL				
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____				
		Budgeted Expenditures					Estimated Actual Annual Expenditures
3.2 Engage school sites with developing and implementing a system that informs students' discipline interventions. 3.2a Engage school sites with developing and implementing an academic behavior support system.		3.2 Included in teacher, behaviorist and administrator or contracted work days	3.2 a This did not get accomplished this year.				3.2 No cost associated this year.
Scope of service:		LEA Wide	Scope of service:		LEA Wide		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL				
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____				
		Budgeted Expenditures					Estimated Actual Annual Expenditures
3.3 To increase attendance rates, provide transportation to all students 3.3a Including transportation for students who		3.3 Unrestricted Resource 7230	3.3a We provide transportation for all our students for intervention and after school. This was very effective in increasing				\$487,979 r-0111, prgm 3600,

participate in intervention & summer school.		Objects 2000-5000 \$337,308 3.3a Transportation encroachment costs \$175,001 Resource 0111 Program 3600 Objects 2000-5000	attendance in our intervention and summer school programs particularly. This program will continue to be provided.	objects 1-6
Scope of service:	LEA Wide		Scope of service:	LEA Wide
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
			Budgeted Expenditures	Estimated Actual Annual Expenditures
3.4 CUESD will employ a certificated teacher as a Community Liaison to facilitate engagement between home to school and community to improve school to home connections, attendance, access to school and community support services to assist students and families.		3.4 Resource 0111, Prog. 8500, Objects 1000-5000 \$92,577	3.4 We hired a Community Liaison who has worked with the schools and the community this year. We have had more involvement from the parents in our school events . She has worked with parents on attendance even up to buying a clock for students so they can come to school on time. She has worked with City Council to get our students recognized at the City Hall meetings, she has brought the groups of faith in to our schools where they	\$105,129 r-0111, prgm 5000, objects 1-5

		recognized all three staffs with beautiful snacks and thank you notes for all our teachers during their staff meetings.	
Scope of service:	LEA Wide	Scope of service:	LEA Wide
__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.5 Hire a Behaviorist to assist all three sites in providing students and families' assistance to navigate social services, improve attendance, and build programs that develop on-going relationships from school to home.	3.5 Resource 0111, Program 3110. \$105,000 <i>Budgeted in Object 5801 until position is filled.</i>	3.5 We hired a Behavior Interventionist.	\$74,643 r-0111, prgm 3110, objects 1-5
Scope of service:	LEA Wide	Scope of service:	LEA Wide
__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
3.6 Maintain an attendance data clerk to monitor and improve student attendance and data.		3.6 Classified Salary & benefits. Resource 0111, Program 2700, Object 2000, \$27,857. Object 3000, \$13,237. Object 4000, \$1,150	3.6 The attendance data clerk has been maintained and has proven to be a valuable asset to our programs. Having one person highly trained and focused on the accuracy of our data reporting assists the district greatly in both fiscal and academic compliance and monitoring.	\$47,682 r-0111, prgm 2700, objects 1-5
Scope of service:	LEA Wide		Scope of service:	LEA Wide
__ALL			__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
3.7 Maintain nursing services to provide health services for students and family support regarding health issues such as obtaining glasses and health outreach		3.7 Health clerk/nurse costs. Resource 0000-0111, Program 3140,	3.7 Nursing services were maintained through a contract with Cottonwood School District.	\$18,775 r-0111, prgm 3140, objects 1-4

		Object 2-3, \$17,625 Health/Nurse Supplies, Resource 0111, Prog 3140, Object 4000, \$1,150		
Scope of service:	LEA Wide		Scope of service:	LEA Wide
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Due to test scores falling and the need for additional support with input from all areas of our District the need to implement a plan that provided additional classroom support was needed for 2016-17. The 2016-17 LCAP addresses those needs and also continues to address needs that were not realized in 2015-16. The District will not do summer school for the summer of 2016.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$ 2,167,253</u>
<p>CUESD uses the FCMAT LCFF Calculator to project LCFF funding components (base grant, supplemental and concentration grant funding). CUESD estimates revenues for the budget year (2016-17) calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils (unduplicated pupils) will be about \$2,167,253. As described in detail in Section 2, preceding, the District is principally directing program and service activities towards the needs of unduplicated pupils and underperforming pupils. Corresponding funds are allocated in both targeted, districtwide, and school-wide manners, as deemed most appropriate by CUESD for delivery of programs and services the CUESD believes will be effective in achieving district goals. The District's unduplicated pupil count is projected at 83.52%, which is greater than the 55% threshold of 5 CCR 15496(b).</p> <p>All services outlined in section 2 of this plan will be focused towards all students in the district. A specific focus will be on creating rich communication, collaboration, and college and career readiness.</p> <p>College & Career Readiness:</p> <p>Activities in such areas will be extracurricular after school athletics (\$100,776), after school care/clubs/tutoring (40,000), WES Camp for 5th graders (\$33, 600), field trips (\$9,000), music (\$134,000), GATE (9,328) Interventions (\$16,898), instructional aides (\$50,336), appropriate classroom supplies (\$93,500), lower class sizes (\$60,219) and alternative educational settings (\$212,971).</p> <p>Professional Development, Curriculum, & Technology:</p> <p>Professional Development, curriculum, and technology for all staff will be a focus so that all students benefit. Because we have new math and ELA curriculum all instructional staff will need PD to help all students achieve. (\$88,862). In addition to new curriculum the district will invest in one-to-one technology (chromebooks) and curriculum to enhance ELD students to meet state standards (\$172,446).</p> <p>School Connectedness & Safety:</p> <p>To increase school connectedness and safety the district will focus on behavior intervention and behavior therapists and behavior aides (\$295,947). Community liaisons to increase attendance and community awareness will help low income, foster youth, and English learners get the community help they need (\$94,189). Library opportunities will be added to give students library exposure and reading opportunities (\$126,871). Physical Education teacher in the primary & elementary grades will be added (\$73,174). Transportation will be increased to help</p>	

families get home from after school activities and care (\$233,503). Supplies for the district nurse and health clerk will be a focus to help students (\$20,153). School sites will see a focus on attendance, added security and supervision so that all students are safe in their learning environments (\$301,480).

- 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.

28.30	%
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The district plans to spend \$2,167,253 to provide the services described above. These services will be provided districtwide because of the high concentration of unduplicated students. While all students will benefit, the strategies were developed to principally focus on providing improved services for the unduplicated students. When compared to the LCFF base, these planned expenditures will meet the MPP noted.

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).