



CAMPBELL UNION HIGH SCHOOL DISTRICT

2015-2016

Local Control Accountability Plan and Annual Update

Adoption: June 18, 2015

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

Introduction:

LEA: CAMPBELL UNION HIGH SCHOOL DISTRICT

Patrick K. Gaffney, Superintendent, pgaffney@cuhsd.org; 408-371-0960

LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP																
<p><u>2015-16</u> Site LCAP input meetings were held with the following stakeholder groups: Parents and pupils, including parents of unduplicated pupils as identified in Ed. Code Section 42238.01; school parent groups, community members, local bargaining units, district personnel and foster youth services coordinators.</p> <p><u>PARENT/STUDENT/STAFF COMMUNITY ENGAGEMENT SURVEY:</u> On-line and Hardcopy -- English and Spanish -- provided dedicated time and devices for parents, students and staff to complete the survey.</p> <p><u>Total Responses: 1,595</u> Students: 490 Parents: 769 E.L. Parents: 118 Staff: 218</p> <p>Dates Available: Feb. 13 – March 18, 2015. Chromebooks were made available for Stakeholders to participate.</p> <p><u>ENGLISH LEARNER STAKEHOLDERS (UNDUPLICATED PUPILS):</u> Presentations at District English Learner Advisory Council (DELAC) and English Learner Advisory Councils (ELAC) with presentations.</p> <p><u>PARENT GROUP MEETINGS:</u></p> <p>(8) Open meetings were held at various school sites and times- December through April 2015.</p> <p><u>STUDENT ENGAGEMENT:</u></p>	<p><u>2015-16</u> Feedback from the Community LCAP Survey and Stakeholder meetings created the foundation for CUHSD to develop goals for all pupils in the District.</p> <p><u>PARENT/STUDENT/STAFF COMMUNITY ENGAGEMENT SURVEY:</u> Input via the Community Survey had impact on the prioritization of goals for improved or additional services. Most Favored Goals:</p> <table><tr><td>Students</td><td>Access to college and career courses and programs</td><td>Focus on preparing for post-secondary opportunities</td><td>Integrate 21st Century literacy and technology skills</td></tr><tr><td>Parents</td><td>Focus on preparing for post-secondary opportunities</td><td>Provide ongoing counseling and early intervention services</td><td>Increase access to career and college courses for all students</td></tr><tr><td>E.L. Parents</td><td>Provide ongoing counseling and early intervention services</td><td>Continue to enhance early interventions</td><td>Postsecondary readiness PD for Staff Collaboration</td></tr><tr><td>Staff</td><td>Focus on preparing for post-secondary opportunities</td><td>Provide ongoing counseling and early intervention services</td><td>Provide subject area collaboration time for teachers</td></tr></table>	Students	Access to college and career courses and programs	Focus on preparing for post-secondary opportunities	Integrate 21 st Century literacy and technology skills	Parents	Focus on preparing for post-secondary opportunities	Provide ongoing counseling and early intervention services	Increase access to career and college courses for all students	E.L. Parents	Provide ongoing counseling and early intervention services	Continue to enhance early interventions	Postsecondary readiness PD for Staff Collaboration	Staff	Focus on preparing for post-secondary opportunities	Provide ongoing counseling and early intervention services	Provide subject area collaboration time for teachers
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(5) Each High School Site – During Leadership class

FISCAL ADVISORY MEETINGS:

(10) Open Board meetings to discuss; LCFF, LCAP, CCSS, Strategic Plan, LEA Plans and Site Plans.

EMPLOYEE GROUP MEETINGS:

(9) Site meeting for all certificated and classified staff during lunch hours and one-one bargaining unit meetings with cabinet staff.

DISTRICT WIDE LCAP FORUMS:

(3) LCAP Forums were held at Westmont HS, Prospect HS where meaningful input was solicited as input into the LCAP.

FOSTER YOUTH STAKEHOLDERS

- A. County child welfare agencies
- B. County office of education foster youth services program:
- C. Court-appointed special advocates (CASA) and volunteer education rights holders:
- D. Foster youth organizations (CYC, Foster Club, etc.) and individual foster youth:
- E. Foster parent and kinship care organizations

Identification:

- At the time of a new enrollment, or during a student's enrollment during their high school career, information regarding a student's foster care or homeless youth status comes to the district and school site administration from social services, foster care agencies, state

ENGLISH LEARNER STAKEHOLDERS (UNDUPLICATED PUPILS):

School resources for parents and students around college information, FAFSA, application process, dream act, transcript information, drug/alcohol abuse, gang prevention...is addressed through our addition of a resource counselor, school intervention team, school resource office. Concerns regarding translation services, translating parent communication and monitoring student placement were addressed through a community liaison and new bilingual resource teacher.

Input via the Fiscal Advisory impacted the stakeholders in the realization that this District will not receive any new fund via the LCFF due because of Community Funded Status.

Site Stakeholders were made aware of the LCAP requirements for unduplicated students and provided input to possible services that could be improved or added. Students were made aware of the impact of the LCAP on their education and offered input on School Climate and School Scheduling services that could be improved or added.

FOSTER YOUTH STAKEHOLDERS

The Campbell Union High School District works actively to identify and support those students in our schools who are in foster care, or who have been identified as homeless youth. Below are some of the activities our district undertakes to meet the needs of these students.

Communication:

- The school site and district administration work with

<p>and county sources, and self-declaration.</p>	<p>appropriate state, county and community resources and to communicate and monitor student progress, needs and support particular to each case.</p> <p><u>Placement and Academic Support</u></p> <ul style="list-style-type: none"> Each student's placement is coordinated and planned to offer the greatest opportunity for academic support toward completion of high school and post-secondary options. <p><u>District Coordination</u></p> <ul style="list-style-type: none"> The Direct of Student Services is the Superintendent's designee for foster youth and homeless youth support and programs with the SCCOE. <p>A new intervention counselor at each comprehensive site will work directly with a case load of foster youth to address concerns about monitoring, outreach and socio-emotional counseling</p>
<p>Annual Update:</p> <p>Provided over 69 opportunities for Stakeholder input and review of the 2014-15 LCAP including: Parent Meetings, Student Meetings, Board Meetings, Staff and Faculty Meetings as well as community meetings.</p>	<p>Annual Update:</p> <p>As a result of the LCAP review, our 2015-16 LCAP is focused on 4 broad goals rather than the 5 goals in the 2014-15 LCAP. The 4 goals identified for 2015-16 address and align with the 8 State Priorities. The focus of the 2015-16 LCAP is identified in the input section above.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	CUHSD Goal #1: Common Core Implementation		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify <u>LEA Goal # 1</u>
Identified Need:	Professional Development on aligning instruction to new standards, development of CCSS aligned curriculum and training on new Common Core Aligned Instructional Materials.		
Goal Applies to:	Schools: <u>All Schools: Branham, Boynton, Camden, Del Mar, Leigh, Prospect, Westmont</u> Applicable Pupil Subgroups: <u>All Pupil subgroups</u>		
LCAP Year 1: 2015-16 (Goal #1)			
Expected Annual Measurable Outcomes:	<input checked="" type="checkbox"/> 100% core content areas will upgrade 75% of course units to align with CCSS <input checked="" type="checkbox"/> 100% of electives will upgrade 25% of course units to align with CCSS <input checked="" type="checkbox"/> 100% of core content areas will develop 4 CCSS/SBAC aligned common assessments [2 of 4 are district wide] <input checked="" type="checkbox"/> 100% of sites will implement CCSS aligned HS IM 1 & 2, dev. 4 common assessments <input checked="" type="checkbox"/> 100% of sites will develop CCSS aligned integrated math design model for HS IM 2 & 3 <input checked="" type="checkbox"/> Positive Annual Williams Settlement report.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All Staff PD days in August Training targets: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enhancing student learning w/ instructional technology integration <input checked="" type="checkbox"/> Analyzing student performance data <input checked="" type="checkbox"/> Aligning common core aligned instructional units and planning inquiry timelines <input checked="" type="checkbox"/> Two Teachers on Special Assignment: Common Core Content Specialists in Literacy and Math – develop CCSS curriculum & provide training for new standards <input checked="" type="checkbox"/> BTSA new teacher support mentors/advisors 	All staff PD 2 days X 370 teachers @ \$250 per day 2.0 FTE 2.0 FTE	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	SACS Code: Cost Centers Only Year 1 Cost Ctr 709011 \$170,000 Cost Ctr 709012 2 teachers \$200,000 Cost Ctr 709013 2 teachers \$200,000

Textbook adoption: <input checked="" type="checkbox"/> Pilot and adopt Common Core aligned instructional materials for Integrated math	6 days training Purchase +/- 5,500 textbooks & ancillary materials, online licenses	<u>X</u> ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Cost Ctr 709014 IM1,2,3 \$600,000
Classroom technology integration: Target actions: <input checked="" type="checkbox"/> Purchase classroom sets of mobile devices <input checked="" type="checkbox"/> Train teacher cohorts in innovative classroom practices to increase student engagement and achievement outcomes – <input checked="" type="checkbox"/> Purchase EADMS – an online assessment and student achievement data tracking tool to aligned assessment experiences to SBAC and support data decision-making practices. Train district administration and site leadership.	55 Chrome-book carts to reach 2-1 teacher/classroom ratio in core content areas; 2 5 day Mini Merit tech institutes for 50 teachers; EADMS contract	<u>X</u> ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Cost Ctr 709015 Carts \$450,000 Cost Ctr 709016 Summer & Fall Tech institutes \$30,000 Cost Ctr 709017 EADMS \$70,000
LCAP Year 2: 2016-17 (Goal #1)			
Expected Annual Measurable Outcomes:	<input checked="" type="checkbox"/> 100% core content areas will upgrade 100% of course units to align with CCSS <input checked="" type="checkbox"/> 100% of electives will upgrade 50% of course units to align with CCSS <input checked="" type="checkbox"/> 100% of core content areas will refine/revise 4 CCSS/SBAC aligned common assessments [2 of 4 are district wide] <input checked="" type="checkbox"/> 100% of sites will revise/refine 100% of CCSS aligned HS IM 1, 2 units, plus 4 common assessments and develop CCSS aligned common units for 50% of IM 3 & IM3Stem courses <input checked="" type="checkbox"/> 100% of sites will implement CCSS aligned integrated math design model for HS IM 2 & 3 <input checked="" type="checkbox"/> 100% of sites will begin phase 1 of NGSS pathway & upgrade 50% of course units in phase 1 to align with NGSS <input checked="" type="checkbox"/> Positive Annual Williams Settlement report.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>All Staff Common Core PD in August</p> <p>Training targets:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enhancing student learning w/ instructional technology integration <input checked="" type="checkbox"/> Analyzing student performance data <input checked="" type="checkbox"/> Aligning common core aligned instructional units and planning inquiry timelines <input checked="" type="checkbox"/> Two Teachers on Special Assignment: Common Core Content Specialists in Literacy and Math – develop CCSS curriculum & provide training for new standards <input checked="" type="checkbox"/> BTSA new teacher support: two teachers 	<p>All staff PD</p> <p>2 days X 370 teachers @ 250\$ per day</p> <p>2.0 FTE</p> <p>2.0 FTE</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>Cost Ctr 709011</p> <p>\$270,000</p>
<p>CCSS Textbook adoption</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pilot and adopt Common Core aligned instructional materials for English Language Arts & English Language Development 	<p>4 days training</p> <p>Purchase +/- 7,000 textbooks [class sets; student editions; online licenses ancillary materials,</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>Cost Ctr 709018</p> <p>Training \$15,000</p> <p>Cost Ctr 709014</p> <p>Textbooks \$600,000</p>

<p>Classroom technology integration: Target actions:</p> <ul style="list-style-type: none"> ☑ Purchase classroom sets of mobile devices [25 replacement Chromebook carts] in core content areas & electives ☑ Train teacher cohorts in innovative classroom practices to increase student engagement and achievement outcomes – 5 days and 25 teachers - Mini Merit tech training series ☑ Train department chairs and teacher leaders on EADMS online assessments creation. 2 days and 50 teachers. ☑ Student achievement data tracking tool to aligned assessment experiences to SBAC and support data decision-making practices. 	<p>1,000 replacement Chromebook s; 1- 5 day tech institute – 25 teachers - Mini Merit tech training series; EADMS contract</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Cost Ctr 709015 Carts \$200,000</p> <p>Cost Ctr 709016 Tech institute \$20,000</p> <p>Cost Ctr 709017 EADMS \$70,000</p>
LCAP Year 3: 2017-18 (Goal #1)			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> ☑ 100% core content areas will revise/refine 100% of course units to align with CCSS ☑ 100% of electives will upgrade 100% of course units to align with CCSS ☑ 100% of core content areas will refine/revise 4 CCSS/SBAC aligned common assessments [2 of 4 are district wide] ☑ 100% of sites will revise/refine CCSS aligned HS IM 1, 2,& 3 units, plus 4 common assessments ☑ 100% of sites will revise/refine CCSS aligned integrated math design model for HS IM 2 & 3 ☑ 100% of sites will begin phase 2 of NGSS pathway & develop CCSS aligned common units for 75% of courses in phase 1 of NGSS and develop CCSS aligned common units for 50% of phase two courses ☑ Positive Annual Williams Settlement report. 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>All Staff Common Core PD in August</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Training targets: <input checked="" type="checkbox"/> Enhancing student learning w/ instructional technology integration <input checked="" type="checkbox"/> Analyzing student performance data <input checked="" type="checkbox"/> Aligning common core aligned instructional units and planning inquiry timelines <input checked="" type="checkbox"/> Two Teachers on Special Assignment: Common Core Content Specialists in Literacy and Math – develop CCSS curriculum & provide training for new standards <input checked="" type="checkbox"/> Two BTSA mentors 	<p>All staff PD</p> <p>2 days X 370 teachers @ \$250 per day</p> <p>2.0 FTE</p> <p>2.0 FTE</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>Teacher PD pay</p> <p>Cost Ctr 709011</p> <p>\$270,000</p> <p>Cost Ctr 709012</p> <p>2 teachers</p> <p>\$200,000</p> <p>Cost Ctr 709013</p> <p>2 teachers</p> <p>\$200,000</p>
<p>CCSS Textbook adoption</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pilot and adopt Common Core/NGSS aligned instructional materials for Science 	<p>3 days training</p> <p>Purchase +/- 7,000 textbooks [class sets; student editions; online licenses ancillary materials</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>Cost Ctr 709018</p> <p>Training</p> <p>\$15,000</p> <p>Cost Ctr 709014</p> <p>Textbooks</p> <p>\$600,000</p>

<p>Classroom technology integration:</p> <p>Target actions:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Purchase classroom sets of mobile devices [25 replacement Chromebook carts] in core content areas & electives <input checked="" type="checkbox"/> Train teacher cohorts in innovative classroom practices to increase student engagement and achievement outcomes – 5 days and 25 teachers - Mini Merit tech training series <input checked="" type="checkbox"/> Train department chairs and teacher leaders on EADMS online assessments creation. 2 days and 50 teachers. 	<p>1,000 replacement chrome books; 1 5 day tech institute – 25 teachers - Mini Merit tech training series; EADMS contract</p>	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p>___Low Income pupils ___English Learners</p> <p>___Foster Youth ___Redesignated fluent English proficient</p> <p>___Other Subgroups:(Specify)_____</p>	<p>Cost Ctr 709015 Replacement carts \$200,000</p> <p>Cost Ctr 709016 Tech institute \$20,000</p> <p>Cost Ctr 709017 EADMS \$70,000</p>
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GOAL:	CUHSD Goal #2: Closing the Opportunity Gap		Related State and/or Local Priorities:	
			1__ 2__ 3__ 4_ <u>X</u> 5_ <u>X</u> 6__ 7_ <u>X</u> 8_ <u>X</u> COE only: 9__ 10__ Local: Specify <u>LEA Goal #2</u>	
Identified Need:	Additional support and intervention for struggling students, including for English Learner and Special needs populations, to ensure access & success in A-G college preparatory pathways			
Goal Applies to:	Schools:	<u>Boynton, Branham, Camden, Del Mar, Leigh, Prospect, Westmont</u>		
	Applicable Pupil Subgroups:	<u>English Learners, Latino, Foster Youth, Special Education</u>		
LCAP Year 1: 2015-16 (Goal #2)				
Expected Annual Measurable Outcomes:	<input checked="" type="checkbox"/> Explore SBAC interim exams for 9 th & 10 th grade progress & accountability <input checked="" type="checkbox"/> Increase % proficient in ELA on the CA Exit Exam by 3% <input checked="" type="checkbox"/> Increase % proficient in Math on the CA Exit Exam by 3 % <input checked="" type="checkbox"/> Increase % of English Learners reclassified annually by 3% <input checked="" type="checkbox"/> Increase % proficient for Latino subgroup in ELA on the CA Exit Exam by 5% <input checked="" type="checkbox"/> Increase % proficient for Latino subgroup in Math on the CA Exit Exam by 5% <input checked="" type="checkbox"/> Increase proportional demographic representation in honors/AP/IB/Pre-AP courses by 3% <input checked="" type="checkbox"/> Decrease Low Income [LI] & Latino failure rate by 3% <input checked="" type="checkbox"/> Decrease Suspension & Expulsions by 3%			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<input checked="" type="checkbox"/> Additional Math and English Support- Sections and Credit Recovery: <input checked="" type="checkbox"/> ELD 1, 2, 3 sections & support long term EL's in the mainstream 9.60 FTE <input checked="" type="checkbox"/> English Learner /ELD Professional Development: QTEL contract:		10 credit recovery sections, 2.0 FTE, plus Edmentum licenses for all sites	<u>X</u> ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	SACS Cost Ctr Cost Ctr 709021 Sections \$200,000 Cost Ctr 709022 Edmentum \$200,000 Cost Ctr 709023 ELD sections \$931,890

			Cost Ctr 709024 QTEL \$85,000
<input checked="" type="checkbox"/> Support ELD students with bilingual para-professionals in ELD/SDAIE <input checked="" type="checkbox"/> Bilingual Resource Teacher EL program support for all sites	7 para professionals 1 EL TOSA	___ALL ----- OR: <input checked="" 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)_____	Cost Ctr 709025 \$364,515 Cost Ctr 709026 \$110,000
<input checked="" type="checkbox"/> Expand AVID pathway at two new sites: <input checked="" type="checkbox"/> 5 AVID Coordinators: 5 release sections	0.6-0.8 FTE 1.0 FTE	<input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost Ctr 709027 \$60,000-80,000 Cost Ctr 709028 \$100,000
LCAP Year 2: 2016-17 (Goal #2)			
Expected Annual Measurable Outcomes:	<input checked="" type="checkbox"/> Explore SBAC interim exams for 9 th & 10 th grade progress & accountability <input checked="" type="checkbox"/> Increase % proficient in ELA on the CA Exit Exam by 3% <input checked="" type="checkbox"/> Increase % proficient in Math on the CA Exit Exam by 3 % <input checked="" type="checkbox"/> Increase % of English Learners reclassified annually by 3% <input checked="" type="checkbox"/> Increase % proficient for Latino subgroup in ELA on the CA Exit Exam by 5% <input checked="" type="checkbox"/> Increase % proficient for Latino subgroup in Math on the CA Exit Exam by 5% <input checked="" type="checkbox"/> Increase proportional demographic representation in honors/AP/IB/Pre-AP courses by 3% <input checked="" type="checkbox"/> Decrease Low Income [LI] & Latino failure rate by 3% <input checked="" type="checkbox"/> Decrease Suspension & Expulsions by 3%		

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<input checked="" type="checkbox"/> Additional Math and English Support- Sections and Credit Recovery: 10 sections, 2.0 FTE, plus Edmentum licenses <input checked="" type="checkbox"/> ELD 1, 2, 3 sections & support long term EL's in the mainstream 9.60 FTE <input checked="" type="checkbox"/> English Learner /ELD Professional Development: QTEL contract:	10 credit recovery sections, 2.0 FTE, plus Edmentum licenses for all sites	<u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Cost Ctr 709021 \$200,000 Cost Ctr 709023 \$931,890 Cost Ctr 709024 \$100,000
<input checked="" type="checkbox"/> Classroom para- professionals in ELD/SDAIE <input checked="" type="checkbox"/> Teacher on Special Assignment Bilingual Resource Teacher	7 para professionals 1 EL TOSA	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Cost Ctr 709025 \$364,515 Cost Ctr 709026 \$110,000
<input checked="" type="checkbox"/> Expand AVID pathway at two new sites: .6-.8 FTE <input checked="" type="checkbox"/> 5 AVID Coordinators: 5 release sections = 1.0 FTE	.6-.8 FTE 1.0 FTE	<u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Cost Ctr 709027 \$60,000 Cost Ctr 709028 \$100,000

LCAP Year 3: 2017-18 (Goal #2)			
Expected Annual Measurable Outcomes:	<input checked="" type="checkbox"/> Explore SBAC interim exams for 9 th & 10 th grade progress & accountability <input checked="" type="checkbox"/> Increase % proficient in ELA on the CA Exit Exam by 3% <input checked="" type="checkbox"/> Increase % proficient in Math on the CA Exit Exam by 3 % <input checked="" type="checkbox"/> Increase % of English Learners reclassified annually by 3% <input checked="" type="checkbox"/> Increase % proficient for Latino subgroup in ELA on the CA Exit Exam by 5% <input checked="" type="checkbox"/> Increase % proficient for Latino subgroup in Math on the CA Exit Exam by 5% <input checked="" type="checkbox"/> Increase proportional demographic representation in honors/AP/IB/Pre-AP courses by 3% <input checked="" type="checkbox"/> Decrease Low Income [LI] & Latino failure rate by 3% <input checked="" type="checkbox"/> Decrease Suspension & Expulsions by 3%		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
<input checked="" type="checkbox"/> Additional Math and English Support- Sections and Credit Recovery: 10 sections, 2.0 FTE, plus Edmentum licenses <input checked="" type="checkbox"/> ELD 1, 2, 3 sections & support long term EL's in the mainstream 9.60 FTE <input checked="" type="checkbox"/> English Learner /ELD Professional Development: QTEL contract:	10 credit recovery sections, 2.0 FTE, plus Edmentum licenses for all sites	<u>X</u> ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Cost Ctr 709021 \$200,000 Cost Ctr 709023 \$931,890 Cost Ctr 709024 \$100,000
<input checked="" type="checkbox"/> Classroom para- professionals in ELD/SDAIE <input checked="" type="checkbox"/> Teacher on Special Assignment Bilingual Resource Teacher	7 para professionals 1 EL TOSA	<u> </u> ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Cost Ctr 709025 \$364,515 Cost Ctr 709026 \$110,000

<input checked="" type="checkbox"/> Expand AVID pathway at two new sites: .6-.8 FTE <input checked="" type="checkbox"/> 5 AVID Coordinators: 5 release sections = 1.0 FTE	.6-.8 FTE 1.0 FTE	<u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Cost Ctr 709027 \$60,000 Cost Ctr 709028 \$100,000
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GOAL:	CUHSD Goal #3: Increase College and Career Readiness		Related State and/or Local Priorities: 1__ 2__ 3_ <u>X</u> 4_ <u>X</u> 5__ 6_ <u>X</u> 7_ <u>X</u> 8_ <u>X</u> COE only: 9__ 10__ Local: Specify _____
Identified Need:	Less than 50% of CUHSD graduates district wide are graduating eligible to enter a 4 year university		
Goal Applies to:	Schools:	Boynnton, Branham, Camden, Del Mar, Leigh, Prospect, Westmont _____	
	Applicable Pupil Subgroups:	English Learners, Latino, Foster Youth, Special Education _____	
LCAP Year 1: 2015-16 (Goal #3)			
Expected Annual Measurable Outcomes:	<input checked="" type="checkbox"/> Increase in the cohort graduation rate by 3% <input checked="" type="checkbox"/> Increase in the % of graduates “college ready” w/ A-G completion by 3% <input checked="" type="checkbox"/> Increase in the EAP “Ready for College” in Math and ELA by 3% <input checked="" type="checkbox"/> Increase % of CUHSD graduates entering postsecondary education by 3% <input checked="" type="checkbox"/> Increase graduates completing at least one “completer” course in CTE pathway <input checked="" type="checkbox"/> Increase parent engagement indicated by LCAP survey response rate, attendance in site and district committees and participation in school programs and extra-curricular support activities.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<input checked="" type="checkbox"/> 5 Additional Intervention Guidance Counselors Expand outreach to EL parents and parents of at-risk students and guardians of Foster Youth <input checked="" type="checkbox"/> 6 Additional contracted CASSY counselors	Case load of English Learners and identified at risk students 1 counselor per site, full time counseling by referral	<u> x </u> ALL ----- OR: <u> x </u> Low Income pupils <u> x </u> English Learners <u> x </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	SACS Cost Ctr Cost Ctr 709031 \$605,000 Cost Ctr 709032 \$390,000
<input checked="" type="checkbox"/> Expand and/or enhance CTE, PLTW & A-G course offerings <input checked="" type="checkbox"/> Gain Accreditation for International Baccalaureate Program [IB Coordinator, training]	.6 fte manufacturing sections 5 days training Curriculum & equipment	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Cost Ctr 709033 \$100,000 [grant] Cost Ctr 709034 \$300,000
		<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
LCAP Year 2: 2016-17 (Goal #3)			
Expected Annual Measurable Outcomes:	<input checked="" type="checkbox"/> Increase in the cohort graduation rate by 3% <input checked="" type="checkbox"/> Increase in the % of graduates “college ready” w/ A-G completion by 3% <input checked="" type="checkbox"/> Increase in the EAP “Ready for College” in Math and ELA by 3% <input checked="" type="checkbox"/> Increase % of CUHSD graduates entering postsecondary education by 3% <input checked="" type="checkbox"/> Increase graduates completing at least one “completer” course in CTE pathway		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	

<input checked="" type="checkbox"/> 5 Additional Intervention Guidance Counselors <input checked="" type="checkbox"/> 6 Additional contracted CASSY counselors	Case load of English Learners and identified at risk students 1 counselor per site, full time counseling by referral	<u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Cost Ctr 709031 \$605,000 Cost Ctr 709032 \$390,000
<input checked="" type="checkbox"/> Continue to Support CTE, PLTW & A-G course offerings <input checked="" type="checkbox"/> Implement / launch International Baccalaureate Program [IB Coordinator, training]	.6 fte manufacturing sections 5 days training Curriculum & equipment	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Cost Ctr 709033 \$150,000 [grant] Cost Ctr 709034 \$300,000
		<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
LCAP Year 3: 2017-18 (Goal #3)			
Expected Annual Measurable Outcomes:	<input checked="" type="checkbox"/> Increase in the cohort graduation rate by 3% <input checked="" type="checkbox"/> Increase in the % of graduates “college ready” w/ A-G completion by 3% <input checked="" type="checkbox"/> Increase in the EAP “Ready for College” in Math and ELA by 3% <input checked="" type="checkbox"/> Increase % of CUHSD graduates entering postsecondary education by 3%		

<input checked="" type="checkbox"/> Increase graduates completing at least one “completer” course in CTE pathway			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<input checked="" type="checkbox"/> 5 Additional Intervention Guidance Counselors <input checked="" type="checkbox"/> 6 Additional contracted CASSY counselors		<u>X</u> ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Cost Ctr 709031 \$605,000 Cost Ctr 709032 \$390,000
<input checked="" type="checkbox"/> Continue to support CTE, PLTW & A-G course offerings <input checked="" type="checkbox"/> International Baccalaureate Program [IB Coordinator, training	.6 fte manufacturing sections 5 days training Curriculum & equipment	<u> </u> ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Cost Ctr 709033 \$150,000 [grant] Cost Ctr 709034 \$300,000
		<u>X</u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	

GOAL:	CUHSD Goal #4: Support professional growth of all employees via expanded professional development opportunities, collaboration and collective inquiry		Related State and/or Local Priorities:	
			1__ 2__ 3__ 4_ <u>X</u> 5_ <u>X</u> 6_ <u>X</u> 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	We have determined a need to have more time to work together, analyze student performance data and develop common core lessons to meet the needs diverse populations of students in their classrooms			
Goal Applies to:	Schools: <u>Boynnton, Branham, Camden, Del Mar, Leigh, Prospect, Westmont</u> Applicable Pupil Subgroups: <u>English Learners, Latino, Foster Youth, Special Education</u>			
LCAP Year 1: 2015-16 (Goal #4)				
Expected Annual Measurable Outcomes:	<input checked="" type="checkbox"/> Achieve 100% of CUHSD schools with regular, frequent, common collaboration time, embedded tutorial and common bell schedule <input checked="" type="checkbox"/> Achieve 100% participation in department level subject area collaboration <input checked="" type="checkbox"/> Achieve 100% participation in district level subject area collaboration <input checked="" type="checkbox"/> Achieve 100% participation in Campbell Consortium of Schools to improve MS to HS transition & CCSS alignment			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<input checked="" type="checkbox"/> Coordinate and participate in 4 WSSVC partner consortium meetings <input checked="" type="checkbox"/> Coordinate and participate in summer bridge CCSS math program w/ WSSVC partner consortium <input checked="" type="checkbox"/> Coordinate and participate in CCSS math professional development cadre; hire 9 math specialists for PD cadre <input checked="" type="checkbox"/> Develop a WSSVC governance committee to plan mission, vision & goals for 6 district alliance		Hire summer school bridge staff, hire summer math consultants, hire math cadre teachers w/ stipend, hire consultant to facilitate governance committee work	<u>X</u> ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth ___ Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Latino</u>	SACS Cost Ctr Cost Ctr 709041 \$150,000 [SVCF grant funds]

<input checked="" type="checkbox"/> Coordinate district subject area PD & collaboration <input checked="" type="checkbox"/> Support site-based department collaboration	Sub release for teachers to attend district level collaboration; sub release for teachers to do instructional rounds; food for in-services	<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)_____	Cost Ctr 709042 \$10,000
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LCAP Year 2: 2016-17 (Goal #4)			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<input checked="" type="checkbox"/> Coordinate and participate in 4 WSSVC partner consortium meetings <input checked="" type="checkbox"/> Coordinate and participate in summer bridge CCSS math program w/ WSSVC partner consortium <input checked="" type="checkbox"/> Coordinate and participate in CCSS math professional development cadre; hire 9 math specialists for PD cadre <input checked="" type="checkbox"/> Develop a WSSVC governance committee to plan mission, vision & goals for 6 district alliance		<input checked="" 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 checked="" type="checkbox"/> Other Subgroups:(Specify)_____ Latino	Cost Ctr 709041 \$150,000 [dependent on extension of SVCF grant funds]

LCAP Year 3: 2017-18 (Goal #4)			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<input checked="" type="checkbox"/> Coordinate and participate in 4 WSSVC partner consortium meetings <input checked="" type="checkbox"/> Coordinate and participate in summer bridge CCSS math program w/ WSSVC partner consortium <input checked="" type="checkbox"/> Coordinate and participate in CCSS math professional development cadre; hire 9 math specialists for PD cadre <input checked="" type="checkbox"/> Develop a WSSVC governance committee to plan mission, vision & goals for 6 district alliance		<u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u> Latino </u>	Cost Ctr 709041 \$150,000 [dependent on extension of SVCF grant funds]

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	<u>Goal 1: Transition to the Common Core State Standards (2014-15)</u>		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5 <u>X</u> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	<input checked="" type="checkbox"/> 100% of CUHSD teachers & admin will be trained sufficiently to transition to CCSS <input checked="" type="checkbox"/> 100% of content areas will upgrade 100% of units & assessments to align to CCSS <input checked="" type="checkbox"/> Continue participation in 6 district consortium with partner districts to develop math placement criteria and Common Core aligned math pathways by meeting a minimum of 4 times a year	Actual Annual Measurable Outcomes:	<input checked="" type="checkbox"/> Approx. 95% of CUHSD teachers & admin received training on Common Core Standards <input checked="" type="checkbox"/> 100% core content areas upgraded approx. 50% of course units to align with CCSS <input checked="" type="checkbox"/> 100% of electives upgraded approx 25% of course units to align with CCSS <input checked="" type="checkbox"/> 50% of core content area departments developed 4 CCSS/SBAC aligned common assessments <input checked="" type="checkbox"/> 100% of sites offered HS IM 1&2 using CCSS aligned curriculum <input checked="" type="checkbox"/> Collectively applied for 2 grants to fund 6 district consortium activities that include meeting a minimum of 4 times per year to determine math placement	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

OR: <input checked="" 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 checked="" 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?	<ul style="list-style-type: none"> • We will continue to offer the two full days of district wide professional development focused on CCSS to support intra-district and cross curricular collaboration. We will focus our district wide PD days on teacher lead innovative tech integration workshops and department based subject area collaboration to ensure equity and alignment across schools. • We will increase our district hosted professional development offerings over the summer to decrease the number teachers released from classes during the school year. These district sponsored summer opportunities will include tech institutes, math bridge laboratory, AVID implementation planning and QTEL [English Learner] institutes. • None – continue funding two CCSS content specialists in Literacy & Math • Math textbook adoption was extended into 15-16 to give math departments more time to pilot integrated materials with IM3 & IM3 Stem. This will push the ELA adoption to 16-17 and the science adoption to 17-18. • The New Teacher Advisors (NTS's) need more extensive training in Common Core and English Learner instructional methodologies, professional development facilitation techniques, as well as curriculum and assessment development, in order to provide adequate support to new teachers and veteran teachers alike. The district will provide more in servicing to the new teachers in these areas. • Add CCSS summer math laboratory for students transitioning from 8th to 9th grade to provide both intervention and teacher lesson study to deepen understanding of effective CCSS IM1,2,3 instruction 		

Original GOAL from prior year LCAP:	CUHSD Goal #2: Bridging the Gap: Access & Opportunity for ALL students (2014-15)		Related State and/or Local Priorities: 1__2__ 3__X__ 4__X__ 5__X__ 6__ 7__X__ 8__X__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		

Expected Annual Measurable Outcomes:	<input checked="" type="checkbox"/> Increase ELA proficiency levels by 3% <input checked="" type="checkbox"/> Increase MATH proficiency levels by 3% <input checked="" type="checkbox"/> Increase the % of English Learners reclassified annually by 3% <input checked="" type="checkbox"/> Increase % proficient for Latino subgroup in ELA & Math on the CA Exit Exam by 5% <input checked="" type="checkbox"/> Increase attendance rates <input checked="" type="checkbox"/> Decrease low income [LI] & Latino failure rates by 3% <input checked="" type="checkbox"/> Decrease suspension & expulsion rates	Actual Annual Measurable Outcomes:	<input checked="" type="checkbox"/> Did not Increase % proficient in ELA on the CA Exit Exam by 3% <input checked="" type="checkbox"/> Did not Increase % proficient in Math on the CA Exit Exam by 3 % <input checked="" type="checkbox"/> Increase % of English Learners reclassified annually by 3% <input checked="" type="checkbox"/> Increase % proficient for Latino subgroup in ELA on the CA Exit Exam by 5% <input checked="" type="checkbox"/> Increase % proficient for Latino subgroup in Math on the CA Exit Exam by 5% <input checked="" type="checkbox"/> Increased proportional demographic representation in honors/AP/IB/Pre-AP courses by 3% <input checked="" type="checkbox"/> Decrease Low Income [LI] & Latino failure rate by 3% - not tracked by LI status <input checked="" type="checkbox"/> Decreased Suspension & Expulsions by 3%
<div>LCAP Year: 2014-15</div>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<ul style="list-style-type: none"> ☑ Math and English Support sections and credit recovery sections: 10 credit recovery sections, 1.20 FTE, ☑ Edmentum licenses for all sites ☑ ELD 1, 2, 3 sections & support long term EL's in the mainstream 9.60 FTE ☑ Support ELD students with bilingual para-professionals in ELD/SDAIE ☑ Bilingual Resource Teacher EL program support for all sites ☑ Expand AVID pathway at two new sites: .6-.8 FTE ☑ 5 AVID Coordinators: 5 release sections 1.0 FTE ☑ Equity Training for Faculty ☑ AP/IB Teacher Prof. Dev; AP/IB expansion - instructional materials ☑ 2. EOS contract costs ☑ Student Attendance Review Team [SART] ☑ District Climate Committee to develop school climate improvement initiatives ☑ Foster Youth and McKinney Vento Tracking System 	<p>Credit recovery sections \$120,000</p> <p>ELD sections \$931,890</p> <p>7 para professionals \$364,515</p> <p>TOSA \$110,000</p> <p>AVID 60,000-</p> <p>AVID coord 100,000</p> <p>EdEquity 30,000 \$130,000</p> <p>\$36,000</p>	<ul style="list-style-type: none"> ☑ Math and English Support sections/credit recovery sections: \$120,000 ☑ Edmentum online licenses for all sites ☑ ELD 1, 2, 3 sections & support long term EL's in the mainstream 9.60 FTE ☑ Support ELD students with bilingual para-professionals in ELD/SDAIE ☑ Bilingual Resource Teacher EL program support for all sites ☑ Expand AVID pathway at two new sites: .6-.8 FTE ☑ 5 AVID Coordinators: 5 release sections 1.0 FTE ☑ Equity Training for Faculty ☑ AP/IB Teacher Prof. Dev ☑ AP/IB "access" expansion - instructional materials ☑ EOS contract costs 	<p>Sections 120,000</p> <p>Edmentum 200,000</p> <p>ELD sections \$931,890 7 para-professionals \$364,515</p> <p>TOSA \$110,000</p> <p>AVID 60,000-</p> <p>AVID Coord. 100,000</p> <p>\$90,000 PD</p> <p>\$180,000 Texts</p> <p>\$36,000</p>
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Scope of service:	District-wide		Scope of service:	District-wide	
<u>XALL</u>			<u>XALL</u>		
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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • Online credit recovery sections embedded in the master schedule will be extended to all comprehensive sites in the district and online credit recovery will be offered at our Alternative High School and our Adult Education Program. • Contract with English Learner teacher professional development provider – QTEL – to deepen the understanding of how teachers can meet the needs of new and long-term EL's in the mainstream. • Contract with the Region IX Equity Center out of WestEd to extend knowledge of equitable teaching practices for students with diverse needs and backgrounds and build more positive school culture and climate. • Community liaisons. Develop district level attendance review team; • Re-construct purpose, goals and design of district school climate committee • Participate on Foster Youth county level committees 			

Original GOAL from prior year LCAP:	Goal #3: Bridging the Gap: Access & Opportunity for ALL students (2014-15)		Related State and/or Local Priorities: 1__2__3__ 4_X 5_X 6_X 7_X 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	<input checked="" type="checkbox"/> Increase in the cohort graduation rate by 3% <input checked="" type="checkbox"/> Increase in the % of graduates "college ready" w/ A-G completion by 3% <input checked="" type="checkbox"/> Increase in the EAP "Ready for College" in Math and ELA by 3% <input checked="" type="checkbox"/> Increase % of CUHSD graduates entering postsecondary education by 3% <input checked="" type="checkbox"/> Increase graduates completing at least one "completer" course in CTE pathway	Actual Annual Measurable Outcomes:	<input checked="" type="checkbox"/> Increased in the cohort graduation rate by 3% <input checked="" type="checkbox"/> Increased in the % of graduates "college ready" w/ A-G completion by 3% <input checked="" type="checkbox"/> Did not Increase in the EAP "Ready for College" in Math and ELA by 3% - decreased overall <input checked="" type="checkbox"/> Did not increase % of CUHSD graduates entering postsecondary education by 3% - decreased overall <input checked="" type="checkbox"/> Increase graduates completing at least one "completer" course in CTE pathway	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<input checked="" type="checkbox"/> Add College & Career Guidance Counselors at each comprehensive site <input checked="" type="checkbox"/> Fund District Community Liaison <input checked="" type="checkbox"/> 2 District EL CELDT testing specialists& Translators <input checked="" type="checkbox"/> Expand and/or enhance CTE pathways - .8 manufacturing <input checked="" type="checkbox"/> Fund International Baccalaureate [IB]Coord.	5.0 guidance 605,000 1.0 CL 60,000 2.0 100,000 .4 sections 80,000 .6 IB 60,000	<input checked="" type="checkbox"/> Add College & Career Guidance Counselors at each comprehensive site <input checked="" type="checkbox"/> Fund District Community Liaison <input checked="" type="checkbox"/> 2 District EL CELDT testing specialists& Translators <input checked="" type="checkbox"/> Expand and/or enhance CTE pathways - manufacturing <input checked="" type="checkbox"/> Fund International Baccalaureate [IB]Coord.	5.0 guidance 605,000 1.0 CL 60,000 2.0 100,000 .4 CTE 40,000 .6 IB 60,000	

Scope of service:	District wide	Scope of service:	District wide
<u>XALL</u>		<u>XALL</u>	
OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient Other Subgroups:(Specify)_____		OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> • Add additional counseling services [contracted mental health providers]; • Add additional community liaison/translation services at the site level; • Increase IB coordinator position to .8 		

Original GOAL from prior year LCAP:	<u>Goal #4: Closing the Gap: Via Collaboration and Collective Inquiry (2014-15)</u>		Related State and/or Local Priorities: 1__2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: <u>ALL</u> Applicable Pupil Subgroups: <u>ALL</u>			
Expected Annual Measurable Outcomes:	<input checked="" type="checkbox"/> Achieve 100% with regular, frequent, common collaboration time for teachers embedded in the contract day. <input checked="" type="checkbox"/> Achieve 100% participation in department level collaboration.	Actual Annual Measurable Outcomes:	<input checked="" type="checkbox"/> Increased from 3 to 4 out of 6 schools with regular common collaboration time. <input checked="" type="checkbox"/> Increased from 50% to 70% of Departments Participating common formative assessments and analyzing student work.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

<input checked="" type="checkbox"/> Support the implementation of common collaboration time. <input checked="" type="checkbox"/> Train Department Chairs and Site Leaders in Instructional Team Leadership and facilitating collaboration.			<input checked="" type="checkbox"/> Formed a District level Bell Schedule Committee with representatives from all sites to explore Bell Schedule with embedded collaboration and tutorial time. <input checked="" type="checkbox"/> Held 5 full days of Professional Development to support Department Chairs and Site Leaders in Instructional Leadership, Equity, and Cycle of Inquiry protocols.		Ed Equity Contract \$15,000
Scope of service:	District wide		Scope of service:	District wide	
<u>XALL</u>			<u>XALL</u>		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" 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 checked="" 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?		<ul style="list-style-type: none"> Cancelled Ed Equity contract and shifted to targeted learner focus instead using West Ed's QTEL contract to be executed over 2 years. Increased training in Cycle of Inquiry to ensure instructional decisions are made on student performance data. Continue Instructional Rounds to increase Instructional Leadership capacity of site Administration, encourage a culture of collaboration among teachers and to inform future professional development. Host District-wide AVID Summer Institutes. Move to a 2:1 teacher to Chromebook cart ratio for classrooms to increase technology infused instruction. 			

Original GOAL from prior year LCAP:	<u>Goal #5: Basic Conditions- Facilities Maintenance all Sites (2014-15)</u>		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	CUHSD will continue to keep all sites maintained and in good repair by scoring either a 'Good' or 'Exemplary' score on the Facilities Inspection Tool.		Actual Annual Measurable Outcomes:	All sites were maintained and kept in good repair as per the Facilities Inspection Tool (FIT) for each site.

LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
All deficient areas will be repaired by the beginning of the school year. Ongoing maintenance work orders completed daily.		\$754,050	All deficient areas were repaired by the beginning of the school year. Ongoing maintenance work orders completed daily if not by the end of a week’s time.		Fund 140 \$754,050
Scope of service:	All District Sites		Scope of service:	All District Sites	
<u>X</u> ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			<u>X</u> ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal is will no longer be one of the 4 core goals of the District. Through Stakeholder Engagement, very few comments were made or maintenance actions requested.		Scope of service:	The District will continue to provide excellent Basic Conditions – Maintenance - through our deferred maintenance program utilizing SchoolDude (maintenance requests), Deferred Maintenance plan and facilities master plan.	

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:	\$ 3,196,322
<p>As a Basic Aid district, CUHSD will receive no increase in funds as the result of 5CCR 15496. In addition, the District will not see the restoration of \$5.2 million annually in cuts due to the "Fair Share" reduction for Basic Aid Districts and the District will not receive any Concentration Grant Funding.</p> <p>The estimated Unduplicated Percentage is anticipated to be 26%. Using the FCMAT LCFF Calculator the 2015-16 estimated Supplemental Grant funds are estimated to be \$3,196,322. The Campbell Union High School District has an annual budget of approximately \$81 million; 93% of which comes from local property taxes, parcel taxes and other local revenues.</p> <p>Campbell Union High School District 5 year plan Highlights for serving unduplicated youth – Economically Disadvantaged, EL, Latino, LI and Foster Youth with supplemental funds:</p> <ol style="list-style-type: none"> 1. Certify AVID District Director position, expand AVID program across the district and add site AVID coordinators at all comprehensive sites to reach goal of increasing college going rates for EL's, Latino and LI students. 2. Additional Community Liaisons (2), New English Learner Intervention guidance advisors (5), a district EL Content Specialist and additional shadow support sections to create site EL teams that will move of toward our goal of increasing English Learner proficiency, reclassification rates and a-g eligibility. The intervention counselors will also track and case at risk students, which include foster youth. 	

3. Multi-year contract with IX equity center @ Wested to train administrative site teams in equity leadership and improving campus climate for unduplicated your and multi-year contract w/ QTEL (Quality Teachers of English Learners) to host institutes in Literacy and the content areas addressing rigor and language acquisition of English Learners. An apprenticeship model will also be incorporated to train a leadership cadre to provide professional development in the area of designing lesson study and designing lessons for English Learner inclusion and access to grade level, college prep curriculum.
4. Add International Baccalaureate to our comprehensive high school with the highest concentration of unduplicated students – English Learners and LI. This common core aligned IB curriculum combined with an expanded AVID program has the goal of elevating the rigor, expectations and academic achievement of all Del Mar's students and most importantly it is an underserved population. Additional supports, professional development and summer bridge will ensure that Del Mar does not become a school within a school and continue to increase Del Mar High's graduation and college going rates.

- 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.

4.95 %

The estimated unduplicated student count is anticipated to be 1,900 students resulting in a minimum proportional percentage of 4.95% which are identified the plan and summarized in Appendix ii to target programs for English Language Learners, Low Income and Foster Youth.

These increased or improved services as compared to services to all pupils in the LCAP year can be found in the plan above which will provide dedicated support, additional materials, professional development, additional instructional sections, specialized programs, etc. to English Language Learners, Low Income and Foster Youth.

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

8-22-14 [California Department of Education]

Goals	Actions & Services	Funding Amount	Cost Center	Object Code	LCFF Base	LCFF Supplemental	Unrestricted GF	Title III	Restricted General Fund	Combined GF
GOAL #1 Cost Center 709011	All Staff PD 2 Days x 370 Teachers	\$170,000	709011	1000	\$170,000					
				2000						
				3000	\$22,000					
				4000						
				5000						
				6000						
				7000						
				Total	\$192,000				\$0	\$192,000

GOAL #1 Cost Center 709012	2 Teachers on Special Assignment	\$200,000	709012	1000	\$160,000					
				2000						
				3000	\$40,000					
				4000						
				5000						
				6000						
				7000						
				Total	\$200,000				\$0	\$200,000

GOAL #1 Cost Center 709013	BTSA New Teacher Support	\$200,000	709013	1000	\$160,000					
				2000						
				3000	\$40,000					
				4000						
				5000						
				6000						
				7000						
				Total	\$200,000	\$0				\$200,000

Goals	Actions & Services	Funding Amount		Object Code	LCFF Base	LCFF Supplemental	Unrestricted GF	Title III	Restricted General Fund	Combined GF
GOAL #1 Cost Center 709014	Common Core Materials - 6 days training and materials	\$600,000	709014	1000	\$120,000					
				2000						
				3000	\$15,000					
				4000	\$465,000					
				5000						
				6000						
				7000						
				Total	\$600,000	\$0				\$600,000
GOAL #1 Cost Center 709015	ChromeBook Carts (55)	\$450,000	709015	1000						
				2000						
				3000						
				4000	\$400,000	\$50,000				
				5000						
				6000						
				7000						
				Total	\$400,000	\$50,000				\$450,000
GOAL #1 Cost Center 709016	Mini-Merit Tech Institutes - 50 Teachers	\$30,000	709016	1000	\$27,000					
				2000						
				3000	\$3,000					
				4000						
				5000						
				6000						
				7000						
				Total	\$30,000	\$0				\$30,000

Goals	Actions & Services	Funding Amount		Object Code	LCFF Base	LCFF Supplemental	Unrestricted GF	Title III	Restricted General Fund	Combined GF
GOAL #1 Cost Center 709017	EADMS Assessment Tool	\$70,000	709017	1000						
				2000						
				3000						
				4000						
				5000		\$70,000				
				6000						
				7000						
				Total	\$0	\$70,000			\$0	\$70,000

GOAL #2

Goals	Actions & Services	Funding Amount		Object Code	LCFF Base	LCFF Supplemental	Unrestricted GF	Title III	Restricted General Fund	Combined GF
GOAL #2 Cost Center 709021	10 Credit Recovery Section	\$200,000	709021	1000		\$160,000				
				2000						
				3000		\$40,000				
				4000						
				5000						
				6000						
				7000						
				Total	\$0	\$200,000			\$0	\$200,000
GOAL #2 Cost Center 709022	Edmentum	\$200,000	709022	1000						
				2000						
				3000						
				4000						
				5000		\$200,000				
				6000						
				7000						
				Total	\$0	\$200,000			\$0	\$200,000

Goals	Actions & Services	Funding Amount		Object Code	LCFF Base	LCFF Supplemental	Unrestricted GF	Title III	Restricted General Fund	Combined GF
GOAL #2 Cost Center 709023	ELD Sections	\$931,890	709023	1000		\$687,542				
				2000						
				3000		\$244,348				
				4000						
				5000						
				6000						
				7000						
				Total	\$0	\$931,890			\$0	\$931,890
GOAL #2 Cost Center 709024	QTEL	\$85,000	709024	1000						
				2000						
				3000						
				4000						
				5000		\$85,000				
				6000						
				7000						
				Total	\$0	\$85,000			\$0	\$85,000
GOAL #2 Cost Center 709025	Para-Professionals	\$364,515	709025	1000		\$187,536				
				2000						
				3000		\$154,979				
				4000						
				5000		\$22,000				
				6000						
				7000						
				Total	\$0	\$364,515			\$0	\$364,515

Goals	Actions & Services	Funding Amount		Object Code	LCFF Base	LCFF Supplemental	Unrestricted GF	Title III	Restricted General Fund	Combined GF
GOAL #2 Cost Center 709026	EL TOSA	\$110,000	709026	1000		\$90,000				
				2000						
				3000		\$20,000				
				4000						
				5000						
				6000						
				7000						
				Total	\$0	\$110,000			\$0	\$110,000
GOAL #2 Cost Center 709027	Increase AVID pathway	\$80,000	709027	1000		\$80,000				
				2000						
				3000						
				4000						
				5000						
				6000						
				7000						
				Total	\$0	\$80,000			\$0	\$80,000
GOAL #2 Cost Center 709028	AVID Coordinators	\$100,000	709028	1000		\$80,000				
				2000						
				3000		\$20,000				
				4000						
				5000						
				6000						
				7000						
				Total	\$0	\$100,000			\$0	\$100,000

GOAL #3

Goals	Actions & Services	Funding Amount		Object Code	LCFF Base	LCFF Supplemental	Unrestricted GF	Title III	Restricted General Fund	Combined GF
GOAL #3 Cost Center 709031	Guidance Counselors outreach EL and LI	\$605,000	709031	1000		\$500,000				
				2000						
				3000		\$105,000				
				4000						
				5000						
				6000						
				7000						
				Total	\$0	\$605,000			\$0	\$605,000
GOAL #3 Cost Center 709032	SASSY Counselors	\$390,000	709032	1000						
				2000						
				3000						
				4000						
				5000		\$390,000				
				6000						
				7000						
				Total	\$0	\$390,000			\$0	\$390,000
GOAL #3 Cost Center 709033	Career Pathway Sections	\$100,000	709033	1000					\$80,000	
				2000						
				3000					\$20,000	
				4000						
				5000						
				6000						
				7000						
				Total	\$0	\$0			\$100,000	\$100,000

GOAL #3 Cost Center 709034	IB Program	\$300,000	709034	1000		\$80,000				
				2000						
				3000		\$20,000				
				4000		\$100,000				
				5000		\$100,000				
				6000						
				7000						
				Total	\$0	\$300,000			\$0	\$300,000

GOAL #4

Goals	Actions & Services	Funding Amount		Object Code	LCFF Base	LCFF Supplemental	Unrestricted GF	Title III	Restricted General Fund	Combined GF
GOAL #4 Cost Center 709041	Bridge Staff Math consultants	\$150,000	709041	1000						
				2000						
				3000						
				4000						
				5000		\$150,000				
				6000						
				7000						
				Total	\$0	\$150,000			\$0	\$150,000
GOAL #4 Cost Center 709042	Subs and Release Time	\$10,000	709042	1000		\$8,000				
				2000						
				3000		\$2,000				
				4000						
				5000						
				6000						
				7000						
				Total	\$0	\$10,000			\$0	\$10,000
GRAND TOTALS					\$1,622,000	\$3,646,405	\$0	\$0	\$100,000	\$5,368,405

Assessment Data & LEA Data Dashboard

2015-2016 LCAP CUHSD DISTRICT GOALS

Common Core Implementation

- ☒ 100% core content areas will upgrade 75% of course units to align with CCSS
- ☒ 100% of electives will upgrade 25% of course units to align with CCSS
- ☒ 100% of core content areas will develop 4 CCSS/SBAC aligned common assessments [2 of 4 are district wide]
- ☒ 100% of sites will implement CCSS aligned HS IM 1 & 2, dev. 4 common assessments
- ☒ 100% of sites will develop CCSS aligned integrated math course guides for HS IM 2 & 3

Closing the Opportunity Gap

- ☒ Administer new SBAC interim exam for 9th & 10th grade progress & accountability in ELA and Math
- ☒ Increase % proficient in ELA on the CA Exit Exam by 3% from 69% to 72%
- ☒ Increase % proficient in Math on the CA Exit Exam by 3 % from 72% to 75%
- ☒ Increase % proficient for Latino subgroup in ELA on the CA Exit Exam by 5% from 47% to 52%
- ☒ Increase % proficient for Latino subgroup in Math on the CA Exit Exam by 5% 52% to 57%
- ☒ Increase % of 9th & 10th graders earning 55 & 110 credits respectively
- ☒ Increase % of English Learners reclassified annually by 3% from 13% to 16%
- ☒ Decrease # of Suspension & Expulsions by 3% from 473 to 458 & 73 to 70 respectively

College and Career Readiness

- ☒ Increase in the cohort graduation rate by 3% from 88.5% to 91.5%
- ☒ Increase in the % of graduates “college ready” w/ A-G completion by 3% from 47% to 50%
- ☒ Increase in the EAP “Ready for College” in Math and ELA by 5% from 47% to 52%
- ☒ Increase % of CUHSD graduates entering postsecondary education by 5% from 74% to 79%
- ☒ Increase graduates completing “completer” and “concentrator” courses in CTE pathways [baseline 2015]

Professional Growth

- ☒ Achieve 100% of CUHSD schools with weekly collaboration, embedded tutorial and common bell schedule
- ☒ Achieve 100% participation in department level subject area collaboration
- ☒ Achieve 100% participation in district level subject area collaboration
- ☒ Achieve 100% participation in Campbell Consortium of Schools to improve MS to HS transition & CCSS alignment

KEY DISTRICT STRATEGIES

- ☑ Regular, frequent collaboration time and common bell schedules to facilitate common collaboration time
- ☑ Common formative assessments in core areas aligned to Common Core & online SBAC formats
- ☑ Cycle of inquiry protocol: collectively analyze student work at common intervals
- ☑ PD for teachers on Common Core State Standards in all subject areas, including tech integration & innovation
- ☑ Proportional demographic representation of students in Pre-AP, honors, AP & IB
- ☑ Instructional Rounds – PD for district & site instructional leadership
- ☑ District support for Career Technical Education pathways
- ☑ District support for AVID at all sites
- ☑ Campbell Consortium of Schools: Partner district articulation for Math placement/ CCSS PD
- ☑ Multiple options for credit recovery and grade validation, including online, blended and unit recovery model
- ☑ Utilize common principal reporting practices
- ☑ Targeted English Learner Professional Development

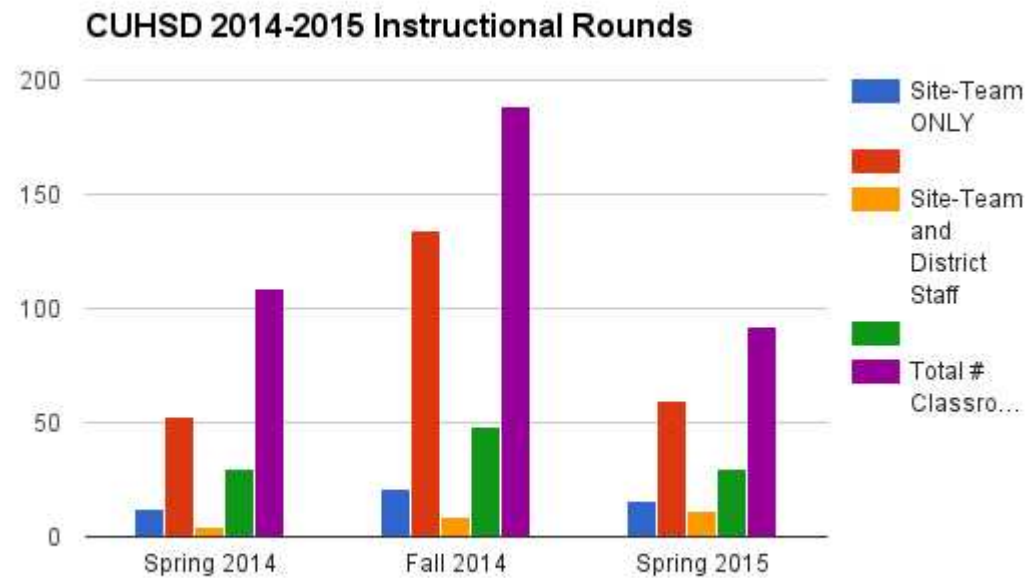
PROFESSIONAL DEVELOPMENT FOCUS AREAS

ACCESS & OPPORUNITY FOR ALL STUDENTS via *RIGOR *RELEVANCE * RELATIONSHIPS

RIGOR: Recognizing & EXPECTING rigorous instruction FOR ALL STUDENTS

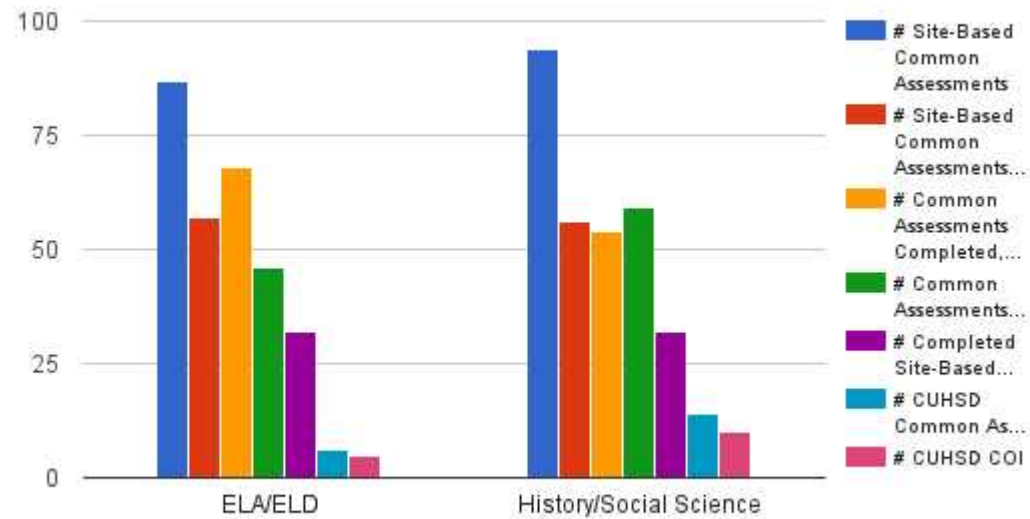
RELEVANCE: Performance-based, technology augmented, real-world/work-based & CCSS/SBAC aligned

RELATIONSHIPS: Developing highly collaborative, caring environments: professionally & instructionally



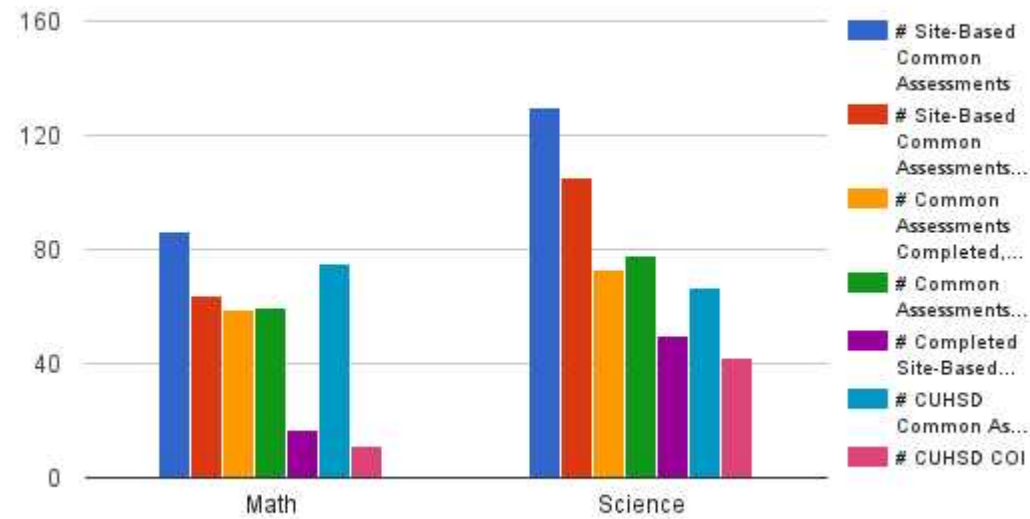
Year	Site-Team ONLY		Site-Team and District Staff		Total # Classrooms Visited
	# IRs	# Classrooms Visited	# IRs	# Classrooms Visited	
Spring 2014	12	53	4	30	109
Fall 2014	21	134	9	48	189
Spring 2015	16	60	11	30	92

2014-2015 CUHSD ELA/Literacy Common Assessments



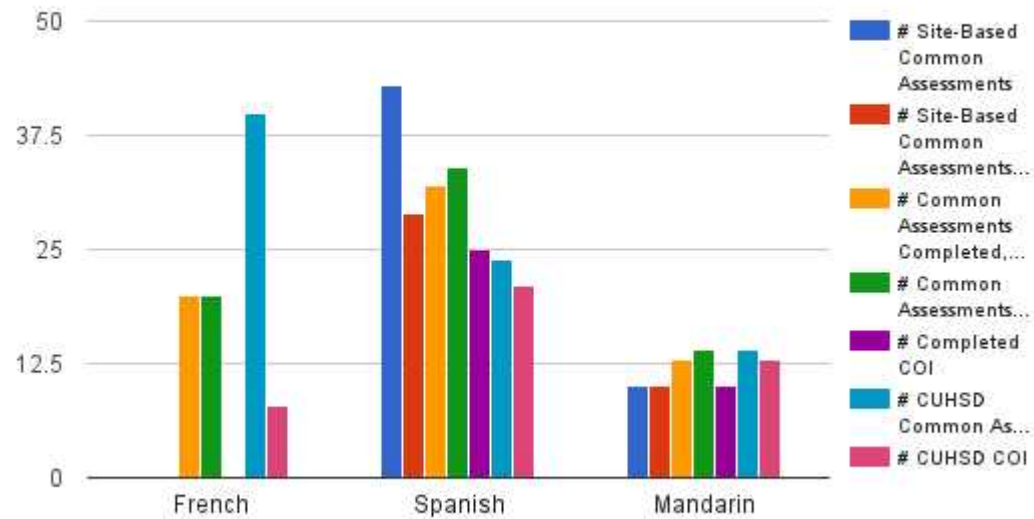
Department	# Site-Based Common Assessments	# Site-Based Common Assessments Aligned to CCSS	# Common Assessments Completed, Fall 2014	# Common Assessments in Progress, Spring 2015	# Completed Site-Based COI	# CUHSD Common Assessments	# CUHSD COI
ELA/ELD	87	57	68	46	32	6	5
History/Social Science	94	56	54	59	32	14	10

2014-2015 CUHSD Math/Science Common Assessments

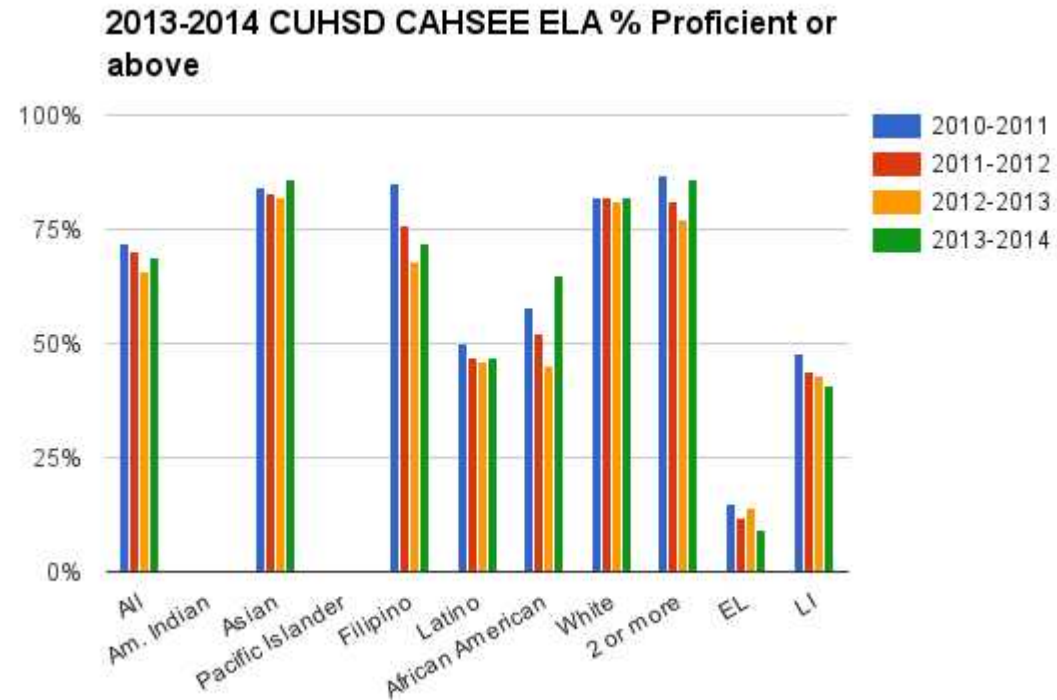


Department	# Site-Based Common Assessments	# Site-Based Common Assessments Aligned to CCSS	# Common Assessments Completed, Fall 2014	# Common Assessments in Progress, Spring 2015	# Completed Site-Based COI	# CUHSD Common Assessments	# CUHSD COI
Math	86	64	59	60	17	75	11
Science	130	105	73	78	50	67	42

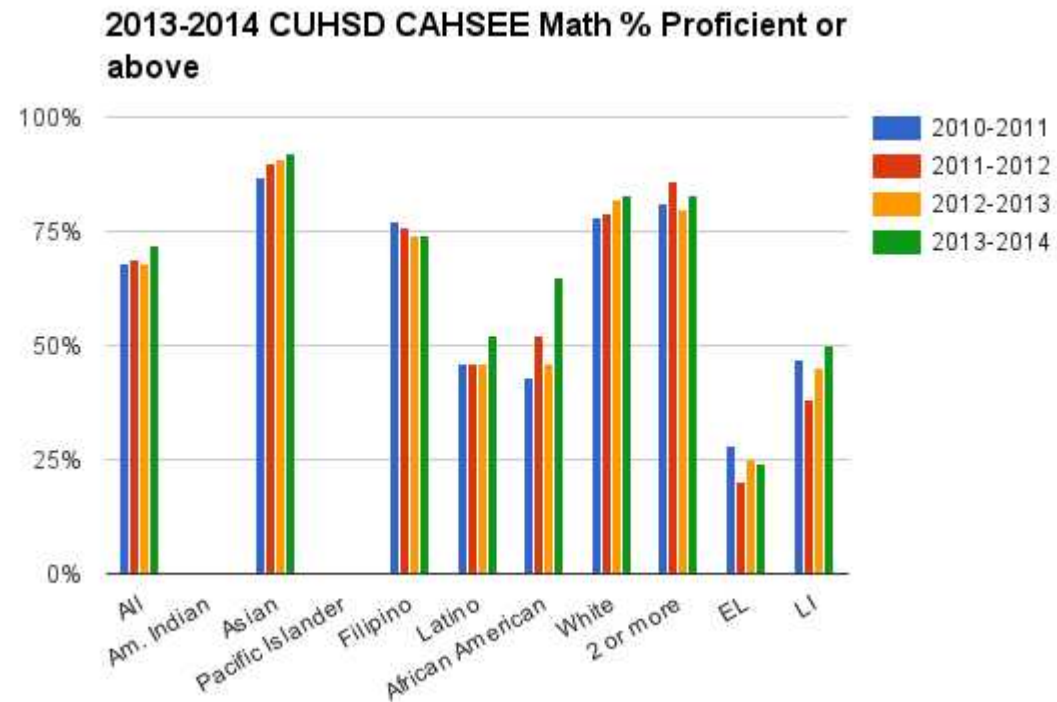
2014-2015 CUHSD World Language Assessments



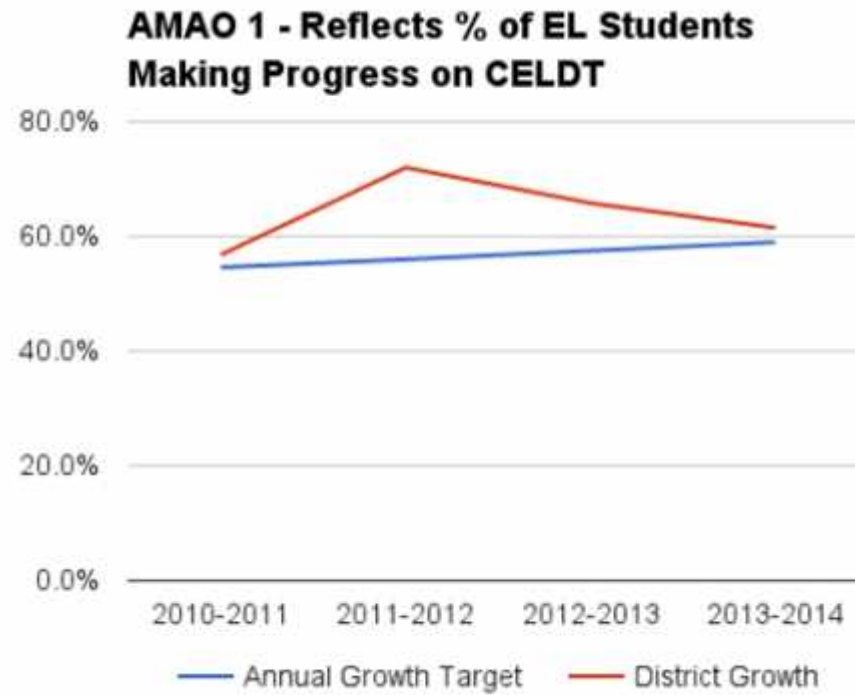
Language	# Site-Based Common Assessments	# Site-Based Common Assessments Aligned to CCSS	# Common Assessments Completed, Fall 2014	# Common Assessments in Progress, Spring 2015	# Completed COI	# CUHSD Common Assessments	# CUHSD COI
French	na	na	20	20	20 in progress	40	8
Spanish	43	29	32	34	25	24	21
Mandarin	10	10	13	14	10	14	13



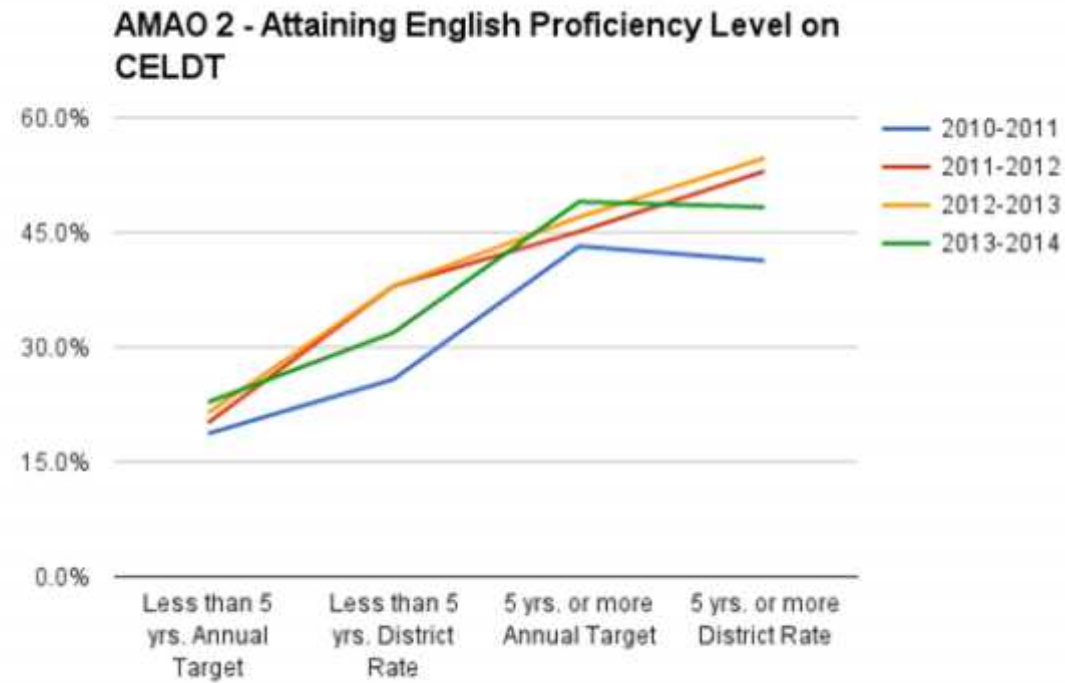
Year	All	Am. Indian	Asian	Pacific Islander	Filipino	Latino	African American	White	2 or more	EL	LI
2010-2011	72%	N/A	84%	N/A	85%	50%	58%	82%	87%	15%	48%
2011-2012	70%	N/A	83%	N/A	76%	47%	52%	82%	81%	12%	44%
2012-2013	66%	N/A	82%	N/A	68%	46%	45%	81%	77%	14%	43%
2013-2014	69%	N/A	86%	N/A	72%	47%	65%	82%	86%	9%	41%



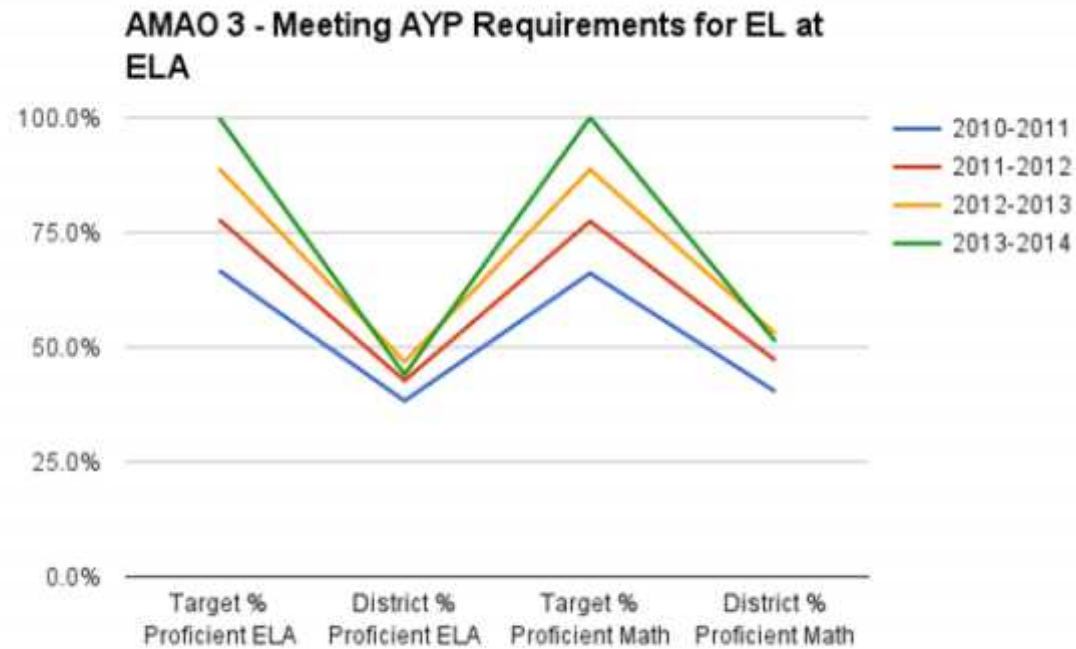
Year	All	Am. Indian	Asian	Pacific Islander	Filipino	Latino	African American	White	2 or more	EL	LI
2010-2011	68%	N/A	87%	N/A	77%	46%	43%	78%	81%	28%	47%
2011-2012	69%	N/A	90%	N/A	76%	46%	52%	79%	86%	20%	38%
2012-2013	68%	N/A	91%	N/A	74%	46%	46%	82%	80%	25%	45%
2013-2014	72%	N/A	92%	N/A	74%	52%	65%	83%	83%	24%	50%



	2010-2011	2011-2012	2012-2013	2013-2014
Annual Growth Target	54.6%	56.0%	57.5%	59.0%
District Growth	56.8%	72.0%	65.8%	61.5%



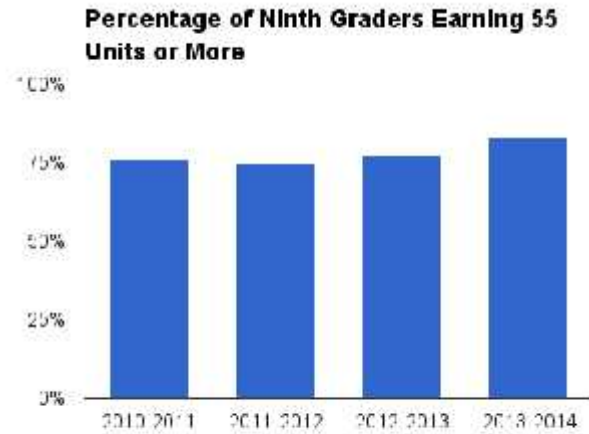
	2010-2011	2011-2012	2012-2013	2013-2014
Less than 5 yrs. Annual Target	18.7%	20.1%	21.4%	22.8%
Less than 5 yrs. District Rate	25.8%	38.0%	38.0%	31.9%
5 yrs. or more Annual Target	43.2%	45.1%	47.0%	49.0%
5 yrs. or more District Rate	41.3%	53.0%	54.7%	48.3%



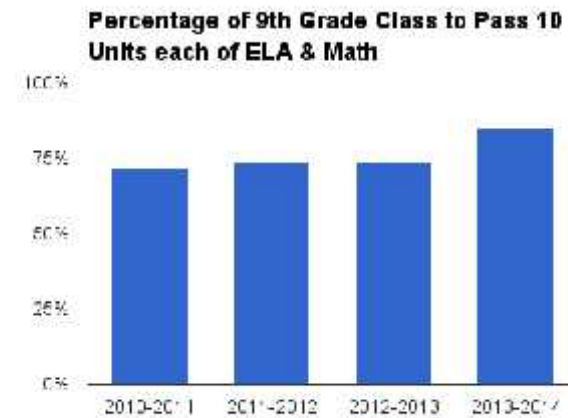
	2010-2011	2011-2012	2012-2013	2013-2014
Target % Proficient ELA	66.7%	77.8%	88.9%	100.0%
District % Proficient ELA	38.3%	42.7%	46.8%	44.0%
Target % Proficient Math	66.1%	77.4%	88.7%	100.0%
District % Proficient Math	40.3%	47.1%	52.9%	51.2%

2013-2014 Credits by Grade

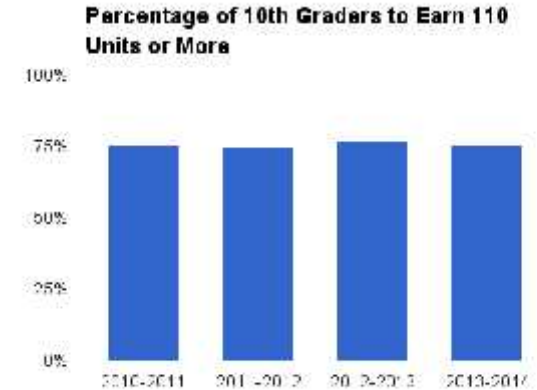
Year	Percent
2010-2011	76%
2011-2012	75%
2012-2013	77%
2013-2014	83%



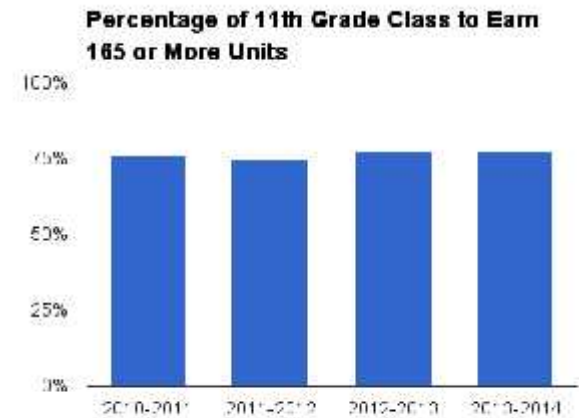
Year	Percent
2010-2011	72%
2011-2012	74%
2012-2013	74%
2013-2014	85%



Year	Percent
2010-2011	76%
2011-2012	75%
2012-2013	77%
2013-2014	76%



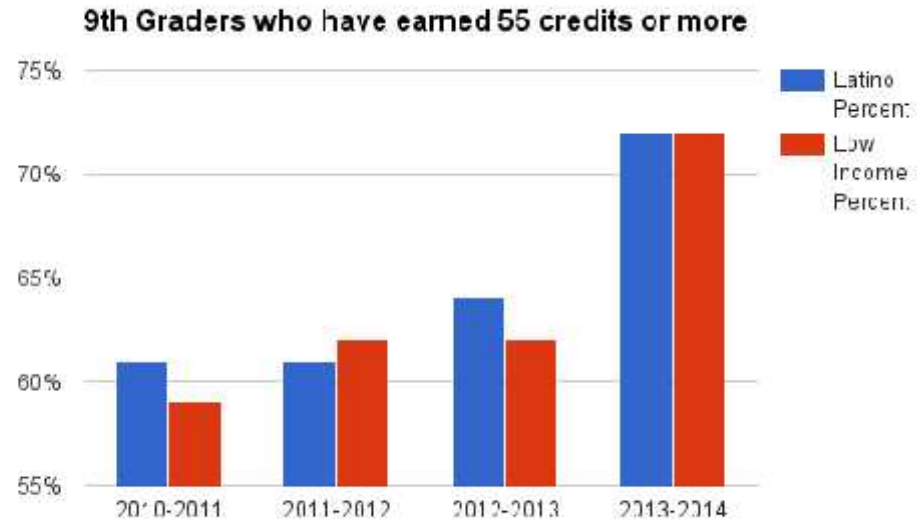
Year	Percent
2010-2011	76%
2011-2012	75%
2012-2013	77%
2013-2014	77%



2013-2014 Credits by Grade & Demographics

<u>9th Graders who have earned 55 credits or more</u>		
Year	Latino Percent	Low Income Percent
2010-2011	61%	59%

2011-2012	61%	62%
2012-2013	64%	62%
2013-2014	72%	72%

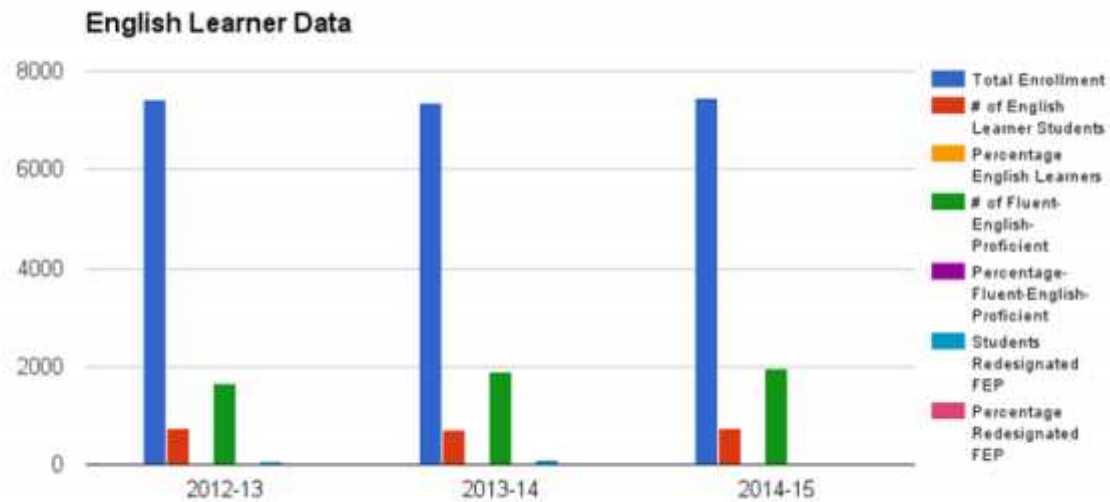


10th Graders who have earned 110 credits or more		
Year	Latino Percent	Low Income Percent
2010-2011	56%	58%
2011-2012	58%	58%
2012-2013	58%	60%
2013-2014	64%	60%

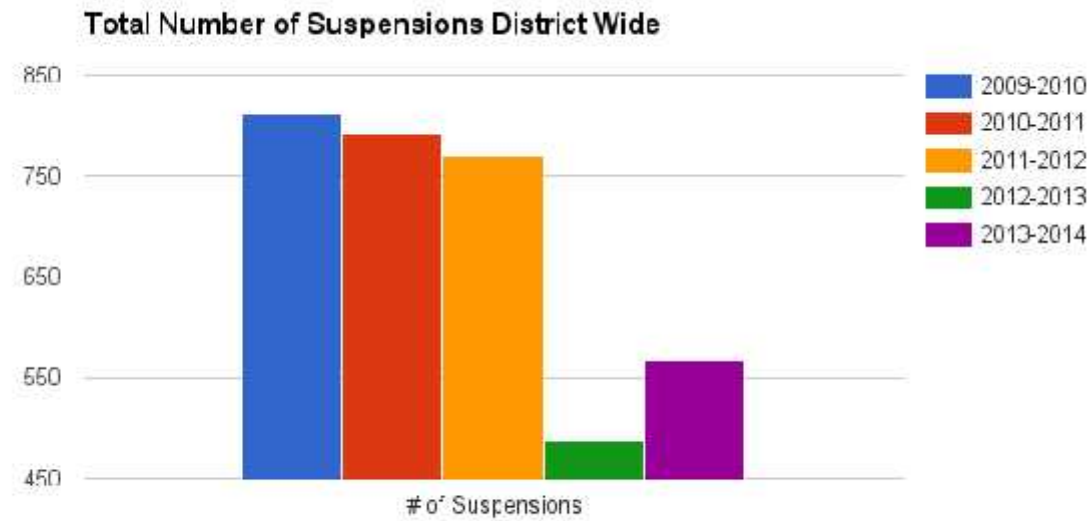


11th Graders who have earned 165 credits or more		
Year	Latino Percent	Low Income Percent
2010-2011	51%	55%
2011-2012	51%	49%
2012-2013	61%	63%
2013-2014	58%	55%

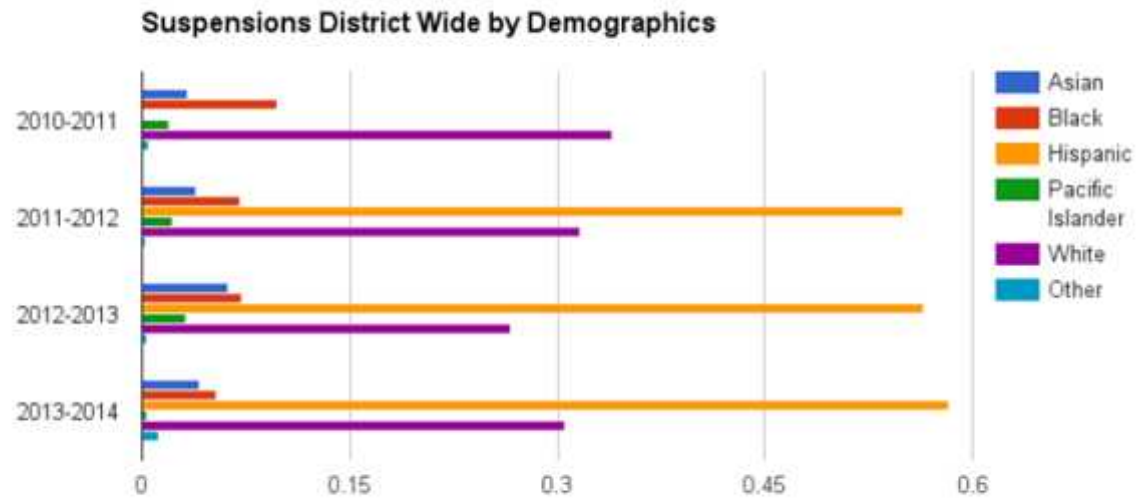




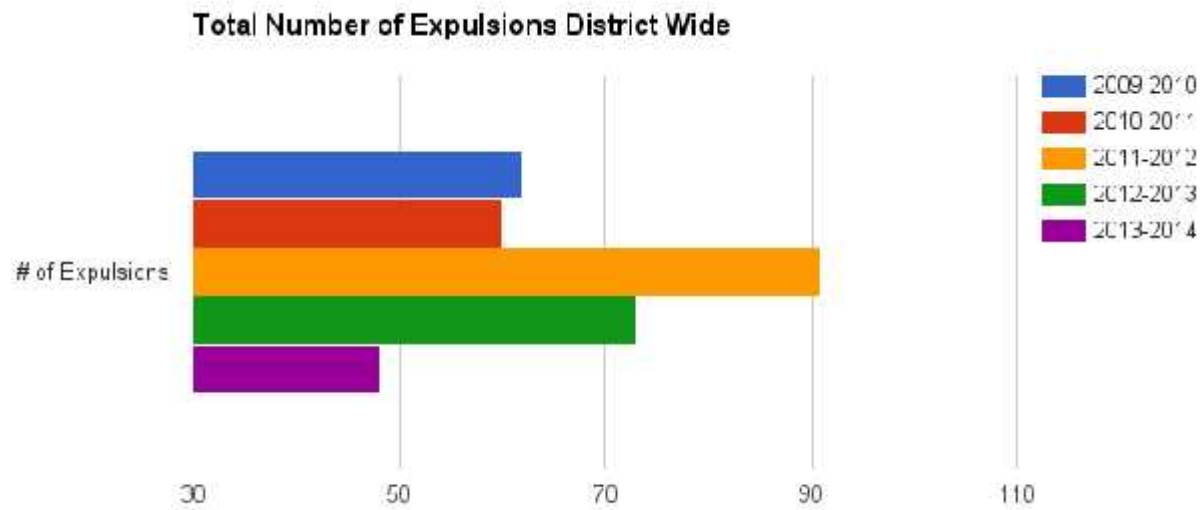
Year	Total Enrollment	# of English Learner Students	Percentage English Learners	# of Fluent-English-Proficient	Percentage-Fluent-English-Proficient	Students Redesignated FEP	Percentage Redesignated FEP
2012-13	7,417	737	9.90%	1,666	22.50%	65	8.30%
2013-14	7,353	719	9.80%	1,891	25.70%	103	12.90%
2014-15	7,453	749	10%	1,967	26.40%	N/A	N/A



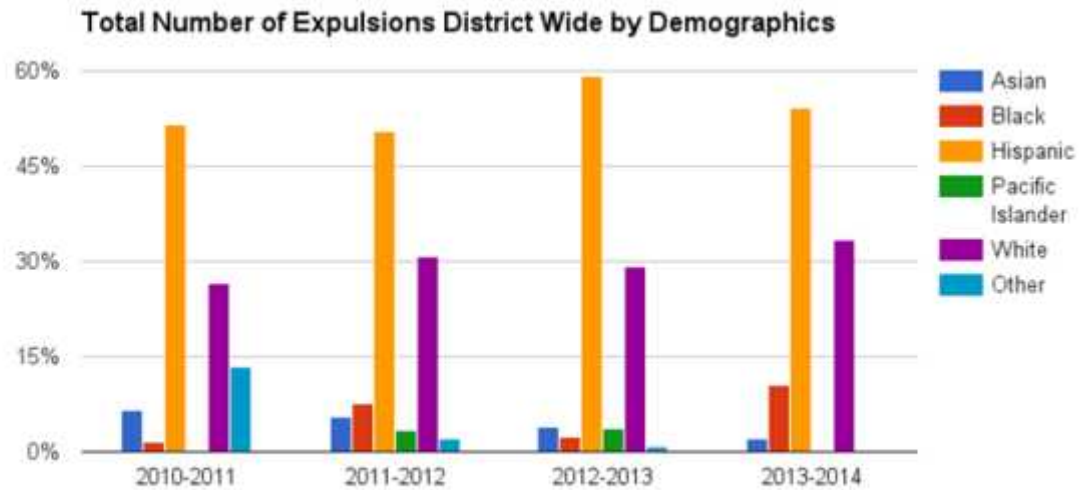
Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# of Suspensions	811	792	771	488	567



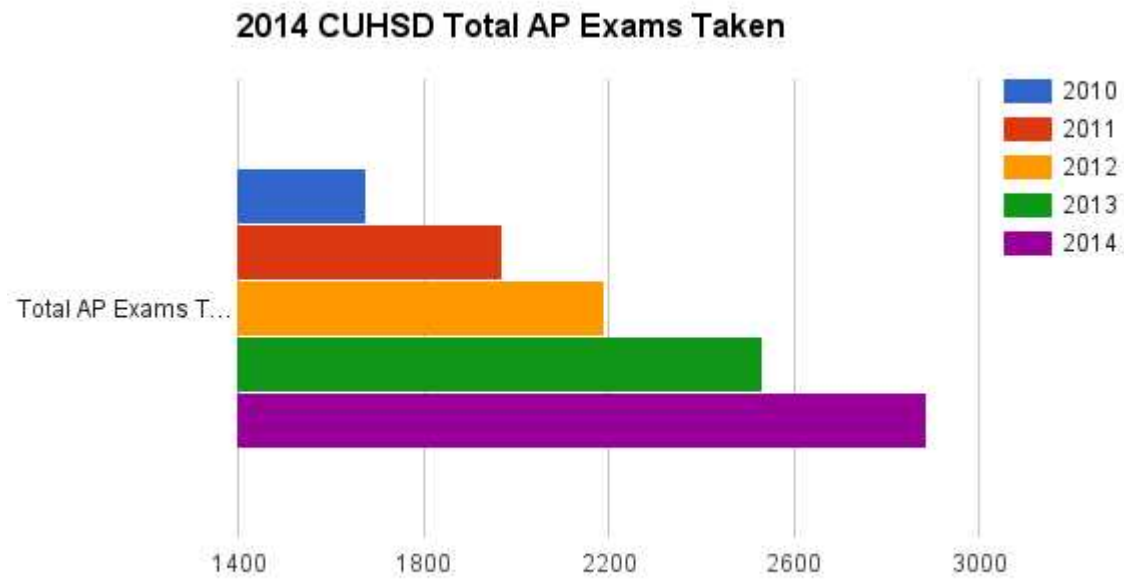
Ethnicity/Race	Asian	Black	Hispanic	Pacific Islander	White	Other
2010-2011	3%	9.80%	50.4%%	2.00%	34.00%	0.50%
2011-2012	3.90%	7.10%	55.00%	2.20%	31.60%	0.20%
2012-2013	6%	7.20%	56.40%	3%	26.60%	0.40%
2013-2014	4.20%	5.40%	58.30%	0.30%	30.60%	1.20%



Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# of Expulsions	62	60	91	73	48

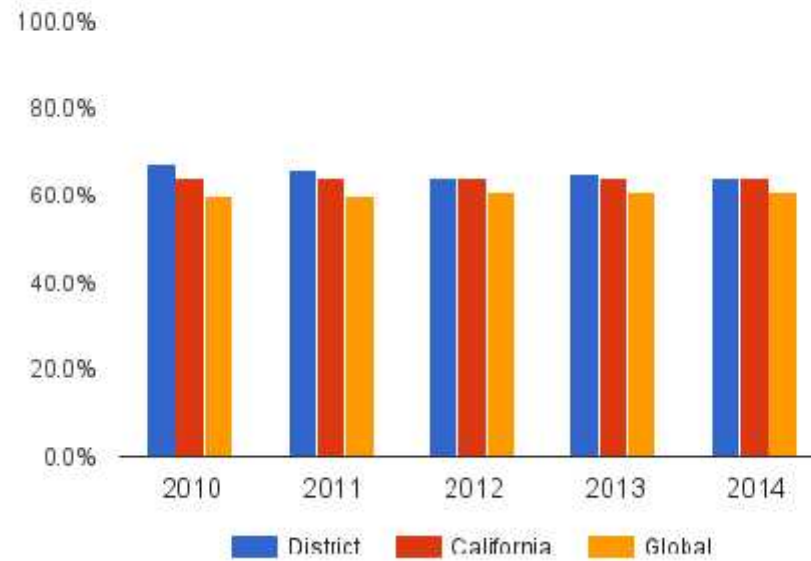


Ethnicity/Race	Asian	Black	Hispanic	Pacific Islander	White	Other
2010-2011	7%	2%	52%	0%	27%	13%
2011-2012	6%	8%	51%	3%	31%	2%
2012-2013	4%	3%	59%	4%	29%	0.90%
2013-2014	2.10%	10.40%	54.20%	0%	33.30%	0%

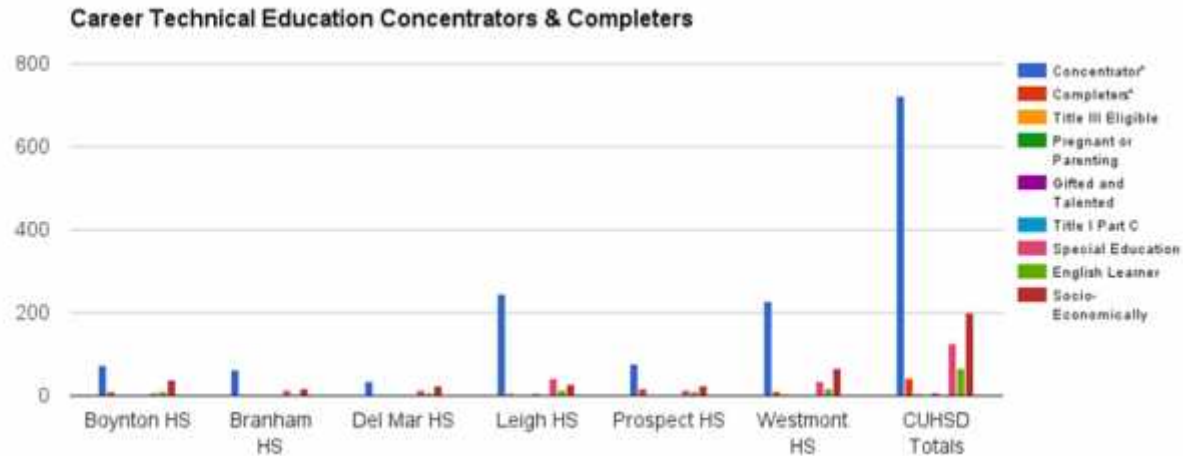


Year	Total AP Exams Taken
2010	1675
2011	1971
2012	2193
2013	2534
2014	2889

Percentage of Total Students with Scores 3+ on the AP Exams



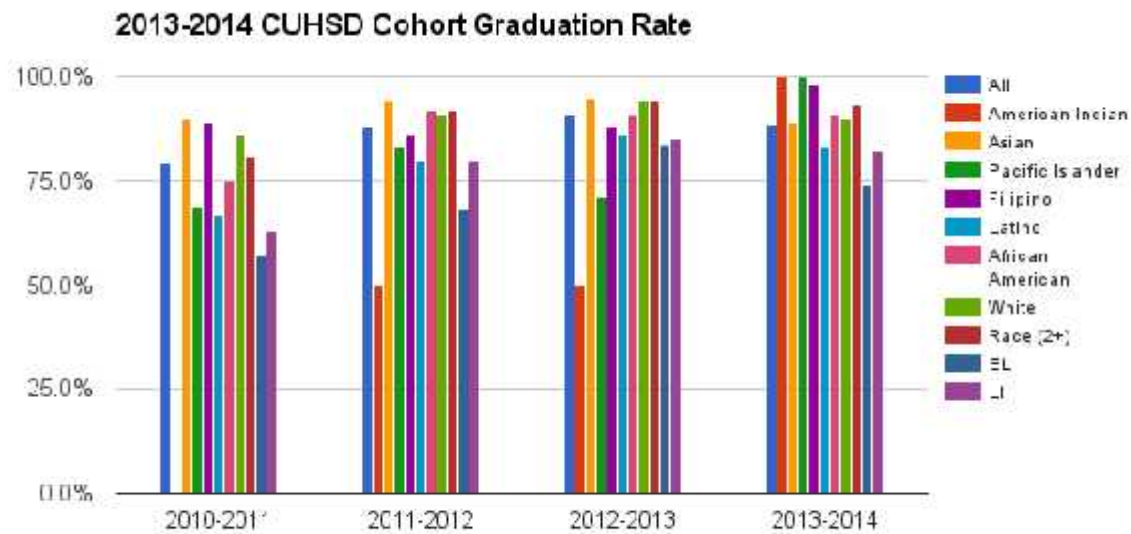
Year	District	California	Global
2010	67.0%	64.0%	60.0%
2011	66.0%	64.0%	60.0%
2012	64.0%	64.0%	61.0%
2013	65.0%	64.0%	61.0%
2014	64.0%	64.0%	61.0%



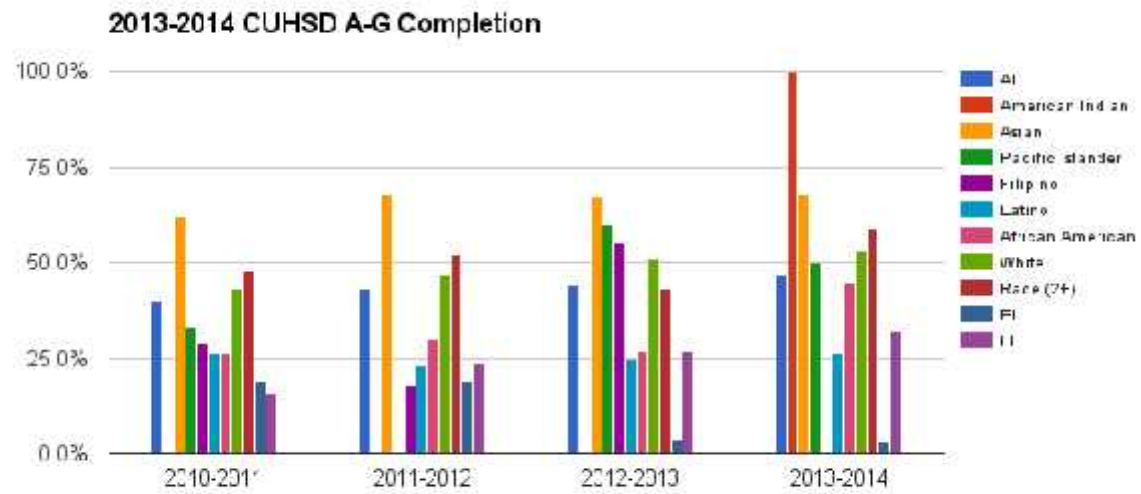
Site	Concentrator*	Completers*	Title III Eligible	Pregnant or Parenting	Gifted and Talented	Title I Part C	Special Education	English Learner	Socio-Economically
Boynton HS	74	10	0	0	0	0	7	12	37
Branham HS	63	3	0	0	1	0	15	3	19
Del Mar HS	34	0	0	0	0	0	15	7	23
Leigh HS	246	5	1	0	5	0	43	15	28
Prospect HS	76	16	1	0	0	0	14	11	24
Westmont HS	228	9	4	0	0	0	34	16	67
CUHSD Totals	723	43	6	0	6	0	128	65	199

***Concentrator:** A CTE concentrator is a student who has completed 50 percent of a planned program sequence (in hours or credits) and is enrolled in the next course of a state-recognized CTE pathway.

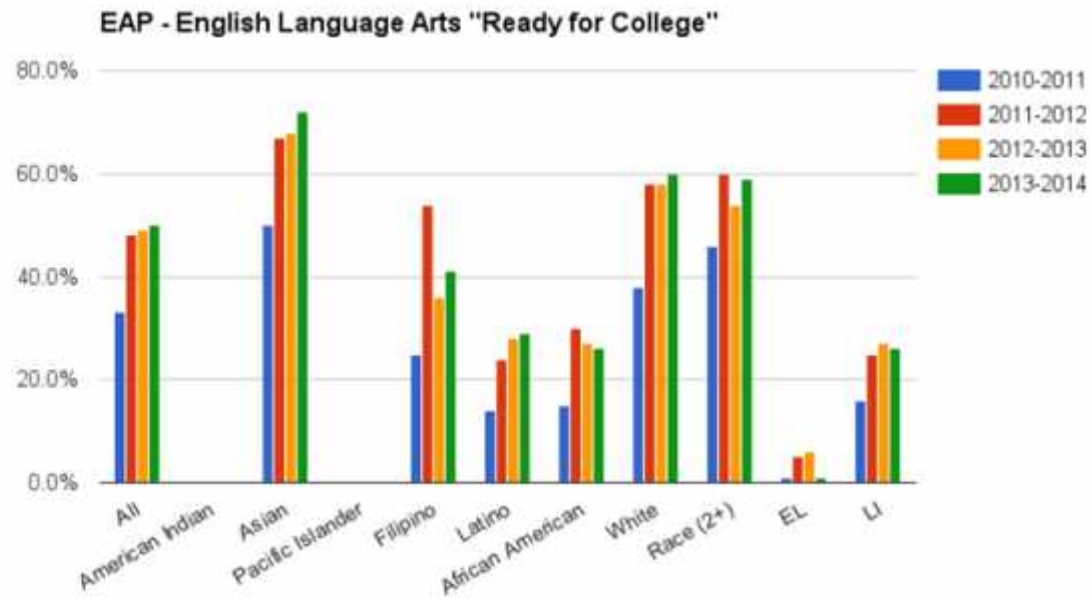
*** Completer:** A completer is a student who has successfully completed the capstone course in a CTE sequence (pathway) with a grade of C or better



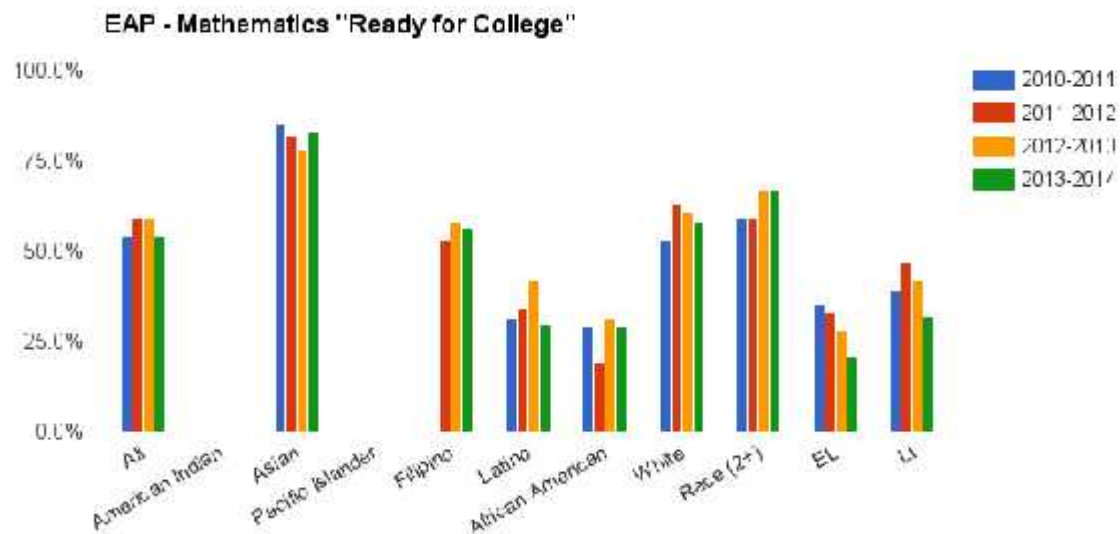
Year	All	American Indian	Asian	Pacific Islander	Filipino	Latino	African American	White	Race (2+)	EL	LI
2010-2011	79.0%	0.0%	90.0%	69.0%	89.0%	67.0%	75.0%	86.0%	81.0%	57.0%	63.0%
2011-2012	88.0%	50.0%	94.0%	83.0%	86.0%	80.0%	92.0%	91.0%	92.0%	68.0%	80.0%
2012-2013	91.0%	50.0%	95.0%	71.0%	88.0%	86.0%	91.0%	94.0%	94.0%	84.0%	85.0%
2013-2014	88.50%	100%	89%	100%	98%	83%	91%	90%	93%	74%	82%



Year	All	American Indian	Asian	Pacific Islander	Filipino	Latino	African American	White	Race (2+)	EL	LI
2010-2011	40.0%	0.0%	62.0%	33.0%	29.0%	26.0%	26.0%	43.0%	48.0%	19.0%	16.0%
2011-2012	43.0%	0.0%	68.0%	0.0%	18.0%	23.0%	30.0%	47.0%	52.0%	19.0%	24.0%
2012-2013	44.0%	0.0%	67.0%	60.0%	55.0%	25.0%	27.0%	51.0%	43.0%	4.0%	27.0%
2013-2014	47.0%	100.0%	68.0%	50.0%	0.0%	26.0%	45.0%	53.0%	59.0%	3.0%	32.0%



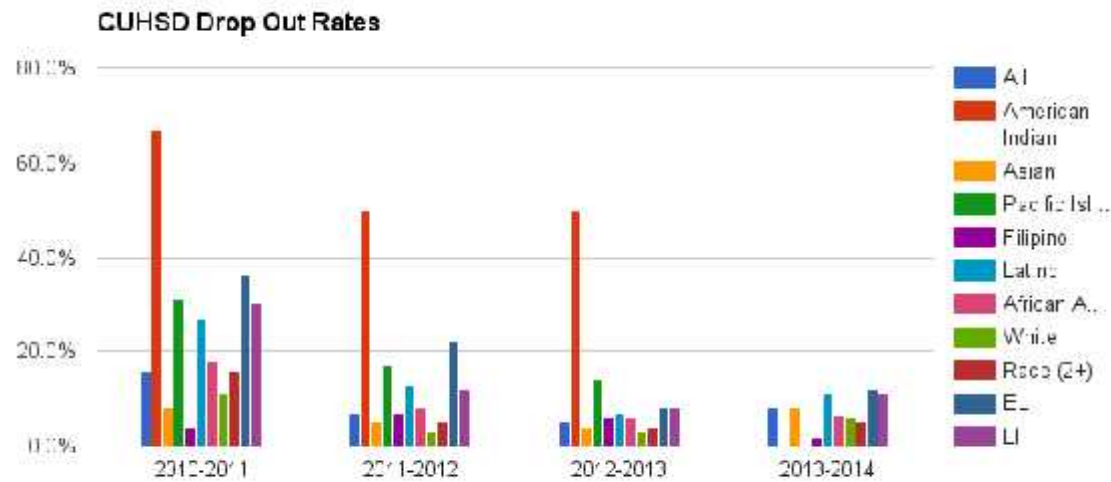
Year	All	American Indian	Asian	Pacific Islander	Filipino	Latino	African American	White	Race (2+)	EL	LI
2010-2011	33.0%	N/A	50.0%	N/A	25.0%	14.0%	15.0%	38.0%	46.0%	1.0%	16.0%
2011-2012	48.0%	N/A	67.0%	N/A	54.0%	24.0%	30.0%	58.0%	60.0%	5.0%	25.0%
2012-2013	49.0%	N/A	68.0%	N/A	36.0%	28.0%	27.0%	58.0%	54.0%	6.0%	27.0%
2013-2014	50.0%	N/A	72.0%	N/A	41.0%	29.0%	26.0%	60.0%	59.0%	1.0%	26.0%



Year	All	American Indian	Asian	Pacific Islander	Filipino	Latino	African American	White	Race (2+)	EL	LI
2010-2011	54.0%	0.0%	85.0%	N/A	N/A	31.0%	29.0%	53.0%	59.0%	35.0%	39.0%
2011-2012	59.0%	0.0%	82.0%	N/A	53.0%	34.0%	19.0%	63.0%	59.0%	33.0%	47.0%
2012-2013	59.0%	0.0%	78.0%	N/A	58.0%	42.0%	31.0%	61.0%	67.0%	28.0%	42.0%
2013-2014	54.0%	0.0%	83.0%	N/A	56.0%	30.0%	29.0%	58.0%	67.0%	21.0%	32.0%

CUHSD College Going Rate

Class Of	2012	2013	2014
Total in the Class	1457	1560	1480
Total Enrolled	1118	1230	1097
Total in Public	1006	1104	996
Total in Private	112	126	101
Total in 4-Year	536	538	522
Total in 2-Year	582	692	575
Total In-State	1005	1105	964
Total Out-of-State	113	125	133
% Currently enrolled in postsecondary education	78%	79%	74%
% Currently enrolled in 4 year university	37%	34%	35%



Year	All	American Indian	Asian	Pacific Islander	Filipino	Latino	African American	White	Race (2+)	EL	LI
2010-2011	16.0%	67.0%	8.0%	31.0%	4.0%	27.0%	18.0%	11.0%	16.0%	36.0%	30.0%
2011-2012	7.0%	50.0%	5.0%	17.0%	7.0%	13.0%	8.0%	3.0%	5.0%	22.0%	12.0%
2012-2013	5.0%	50.0%	4.0%	14.0%	6.0%	7.0%	6.0%	3.0%	4.0%	8.0%	8.0%
2013-2014	8.0%	0.0%	8.0%	0.0%	2.0%	11.0%	6.7%	6.0%	5.0%	12.0%	11.0%