

Introduction:

LEA: Calipatria Unified School District **Contact (Name, Title, Email, Phone Number):** Douglas Kline, Superintendent, dkline@calipat.com, 760-348-2892 **LCAP Year:** 2014-2017

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>Calipatria Unified School District initiated meaningful engagement of parents, pupils and other stakeholders throughout the 2014-2015 school year. The Calipatria Unified School District, under the direction of Mr. Douglas Kline, Superintendent, outlined several steps to provide opportunities for meaningful consultation including community forums, surveys, school and district leadership committees, school board meetings, consultation with county agencies including Imperial County Office of Education and Imperial Valley Regional Occupational Program, and an open door policy for parents, pupils,</p>	<p>The opportunity for engagement was successful at providing direction to the Calipatria Unified District to design programs and services to benefit our students, staff, and community.</p>

staff and other stakeholders to contribute to the development of the plan. The Calipatria Unified School District also utilized guiding documentation from local and state agencies to address the education of English Learners, foster youth, educationally disadvantaged youth, and students with disabilities.

Consultation with community forums focused on meaningful engagement with three targeted groups: the Calipatria Unified Teachers Association, Calipatria School Employees Association, and Calipatria USD parents, students and community. Forums were initiated in March and concluded in May. Open meetings were coordinated by the Associate Superintendent. Meetings were open to all union members and the public.

Calipatria USD provided the LCFF-CUSD Guiding Questions to each school site and union representatives as an opportunity for all members of the district and interested stakeholders to provide meaningful engagement. This opportunity was initiated in April. This survey targeted district priorities for services and was in a paper form.

Under the direction of the district Superintendent, each school site administrator has addressed LCFF and LCAP site needs through their School Site Councils. School Site Councils offer the district an ideal opportunity for meaningful engagement as each site council has ongoing, regularly scheduled meetings and the overall objective of developing a site plan to increase student achievement. Specific to the development of the LCAP, site administrators were directed to address and receive input on specific programs and services to contribute to the development of the district LCAP, as well as addressing the needs unique to the school site.

Meaningful consultation was also obtained from district level parent advisory committees. The Migrant Parent Advisory Committee (MPAC) and the District English Learners Advisory Committee (DELAC) were active participants throughout the duration of the consultation process. The DELAC also serves to address the mandatory input from parents of English Learners. Together the MPAC and DELAC gave valuable insights into the unique needs of English Learners, migrant students, and students new to the United States.

In order to obtain meaningful consultation with outside agencies, Calipatria

In contrast to the collaboration noted in the 2013-2014 school year, the opportunity for meaningful engagement of the three targeted groups was limited. Three forums were respectively offered for CUTA and CSEA membership. CSEA actively participated in one of the three forums provided. Both CUTA and CSEA were also provided the opportunity to engage in meaningful consultation through the LCFF-CUSD Guiding Questions survey. Only CSEA provided a written response. Two Community Forum events were provided and no community members were in attendance. The district will continue to engage these three targeted groups throughout the on-going development of programs and services to design the most appropriate LCAP to increase student achievement.

The outcome of seeking consultation through this means was limited as only CSEA provided a written response to the district. The survey responses provided some new strategies to be considered in the implementation of LCAP activities.

School Site Councils provided insights into prioritizing curriculum-based programs and services contributing to the academic progress of district students, including English Language Learners, students with disabilities, and students most at-risk for academic success. The goals addressed by each individual school also support the overall direction of the programs and services to be outlined in the CUSD LCAP.

Both the MPAC and DELAC provided multiple opportunities for meaningful consultation with district stakeholders. Parents were active participants in discussions at committee meetings. Overall the district parent advisory committees emphasized the need to continue to support extended learning opportunities, seek counseling services for elementary students, and a strong English Language Development program.

Collaboration with local entities has provided the district the necessary

USD district administrators have been engaging in on-going meetings with local entities to support the development of programs and services to increase student achievement. Imperial County Office of Education provided relevant direction on programs and services to address all students, especially English Language Learners, Foster Youth, Migrant students, and students with disabilities. Collaboration with Imperial Valley Regional Occupational Program focused on student career preparation services and programs. The district also received ongoing guidance from federal and state advocacy groups to guide the development of programs and services for Foster youth and curriculum development. The importance of including these outside agencies for the Calipatria Unified School District is imperative as the achievement of students relies on the access to the most appropriate educational services and programs. The Calipatria USD serves students in K-12 and benefits from the additional educational resources accessible within our local community provided by local entities.

Since January, 2014, the Calipatria Unified School Board maintained an ongoing agenda item on the LCFF and LCAP development to inform the public and maintain an open forum for meaningful engagement with the community. The meetings offered stakeholders the opportunity to know the calendar of activities related to the LCFF and LCAP process. The CUSD School Board was kept abreast of community forum participation and recommendations.

Since October, 2014, the Calipatria Unified School district has held bi-monthly meetings to support ongoing collaboration, monitoring, and evaluating the LCAP program, services, and activities. The meetings bring together all district administrators and supervisors, CUTA President, and CSEA President to maintain a working relationship to drive the ongoing development of the LCAP.

Annual Update:

Since October, 2014, the Calipatria Unified School district has held bi-monthly meetings to support ongoing collaboration, monitoring, and evaluating the LCAP program, services, and activities. The meetings bring together all district administrators and supervisors, CUTA President, and CSEA President to maintain a working relationship to drive the ongoing development of the LCAP.

Migrant and DELAC district level committees provide an ongoing agenda item to apprise members of progress on LCAP including programs and services and

perspective to understand the programs and services the district can adequately provide and those valuable programs and services the district must pursue from other agencies. The Imperial County Office of Education has demonstrated to be a valuable partner necessary to services our students with severe cognitive disabilities and those with low incidence disabilities. Similarly, the alternative educational opportunities available for district students who are struggling with academic progress guarantees students the access to a quality education within a setting fostering individualized educational opportunities. Imperial Valley Regional Occupational Program also provides the district with additional resources to enhance and expand career and technical educational opportunities for all students. The IVROP has offered to be an involved partner with the district to support the redesign of programs to promote the education and preparation of students for the workforce. The ongoing collaboration with local entities ensures the district can provide the maximum opportunities to promote academic achievement for all students.

The Calipatria Unified School District School Board and Superintendent, Douglas Kline provided oversight and direction into the finalization of the LCAP. The Calipatria USD School Board makes the final approval on the LCAP and district's budget designed to increase student achievement.

This LCAP Consultation team provided on-going progress monitoring of LCAP services and activiites. The meetings offered a different layer of collaboration between district and site leaders and the CSEA/CUTA membership. Discussion focused on providing the team with budgetary progress, activity implementation, and budget revisions for the current school year. For year 1, budget revisions are outlined in the current LCAP.

Annual Update:

This LCAP Consultation team provided on-going progress monitoring of LCAP services and activiites. The meetings offered a different layer of collaboration between district and site leaders and the CSEA/CUTA membership. Discussion focused on providing the team with budgetary progress, activity implementation, and budget revisions for the current school year. For year 1, budget revisions are outlined in the current LCAP.

The Migrant and DELAC district level committees have been maintaining a positive collaborative engagement with the district to review, discuss, and

expenditures. The CUSD Associate Superintendent and Migrant Coordinator provided committees with information and student achievement data. Committees maintain an LCAP consultation agenda item to ensure opportunities for collaboration.

CUSD site administrators lead School Site Councils on reviewing progress on LCAP as it pertains to site approved activities and district initiatives. CUSD site administrators receive budgetary updates via the bi-monthly meetings held by the LCAP Consultation Team. The CUSD site administrators are responsible for engaging SSC in the local collaboration process to ensure opportunities for collaboration.

CUSD School Board addresses LCAP annual updates with ongoing agenda items and discussion at monthly school board meetings. The Associate Superintendent and Business Manager are responsible for updating the board on the fiscal and programmatic aspects of the LCAP.

advise on the development of the LCAP.

School Site Councils from each district school site provide ongoing engagement in the LCAP development as site administrators lead the council to review, discuss and advise on site and district needs. Site administrators are responsible to ensure Single Site Plans for Student Achievement reflect the programs, activities, services, and expenditures outlined in the LCAP.

CUSD School Board addresses LCAP annual updates with ongoing agenda items and discussion at monthly school board meetings. The Associate Superintendent and Business Manager are responsible for updating the board on the fiscal and programmatic aspects of the LCAP.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	<p>By 2017-2018, Calipatria USD students will demonstrate grade level mastery as evidenced by an annual 5% increase in students scoring Proficient or Above on Local Benchmark in English Language Arts.</p> <p>By 2017-2018, Calipatria USD students will demonstrate grade level achievement as evidenced by meeting state ELA performance targets on grade level state assessment exams. (Goal will be adjusted as state targets are established.)</p> <p>By 2017-2018, Calipatria USD graduates will have demonstrated readiness for college as evidenced by an annual 5% increase in students meeting UC/CSU coursework entrance requirements with a "C" or better.</p> <p>By 2017-2018, Calipatria USD graduates will have demonstrated readiness for college level English courses as evidenced by an annual 5% increase in student Accuplacer performance.</p> <p>By 2017-2018, Calipatria USD pupils will have demonstrated readiness for college as evidence by an annual increase in the percentage of pupils who have passed an AP examination with a score of 3 or higher.</p> <p>By 2017-2018, Calipatria USD will meet Title One Academic Achievement targets as evidenced by 100% of school sites exiting Program Improvement status.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
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Identified Need :	<p>Calipatria USD will support students to achieve grade level standards in English Language Arts as evidenced through achievement of local and state annual goal targets.</p> <p>2013 District Federal AYP Summary of Students Scoring Proficient or Advanced on Language Arts. 2014 data was not calculated by the state.</p> <p>All Students 52% Hispanic 52.7% White 45.8% English Learners 46.5% Students with Disabilities 26.5% SES Disadvantaged 51.9%</p> <p>Imperial Valley College Matriculation 31% of Spring 2013 Seniors placed at English 101-college level freshman English for Accuplacer Writing and 41% of Spring 2013 Seniors placed at English 111-Analytical and Critical Reading for Accuplacer-Reading. 15.3% of Spring 2014 Seniors placed at English 101-college level freshman English for Accuplacer Writing and 21.1% of Spring 2014 Seniors placed at English 111-Analytical and Critical Reading for Accuplacer-Reading.</p> <p>UC/CSU Entrance Requirements Total grads completing required coursework</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">2011-2012</th> <th style="width: 33%;">2012-2013</th> <th style="width: 33%;">2013-2014</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Total # of grads</td> <td style="text-align: center;">77</td> <td style="text-align: center;">86</td> </tr> </tbody> </table>	2011-2012	2012-2013	2013-2014	Total # of grads	77	86	53
2011-2012	2012-2013	2013-2014						
Total # of grads	77	86						

Females	57.6%	35.9%	45.0%
Males	25.0%	27.7%	30.3%
Total	39.0%	31.4%	35.8%
AP Exams Scores			
5 of students scoring 3 or higher			
2011-2012	2012-2013	2013-2014	
CUSD	23.8%	9.6%	14.58%
2013 and 2014 Title One Program Improvement			
Yr 3 Bill Young Middle School			
Yr 1 Calipatria High School			

Goal Applies to:	Schools: All sites
	Applicable Pupil Subgroups: All students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>CUSD will meet annual increase in student performance on Local and state assessment measures.</p> <p>40% of graduates will meet UC/CSU coursework entrance requirement with a "C" or better.</p> <p>30% of seniors will demonstrate readiness for English 101-college level English course on Accuplacer performance.</p> <p>Calipatria USD pupils will have demonstrated readiness for college as evidence by an annual increase in the percentage of pupils who have passed an AP examination with a score of 3 or higher.</p> <p>100% of school sites will have met all Title One Academic Achievement targets.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staffing to support class size reduction in core courses including English Language Development for ELL students, counseling services for Low income, ELL, RFEP, Special Education, and Foster youth</p> <p>CUSD will be offering extended learning opportunities on each campus to support achievement of grade level standards, improvement on state assessments, and career and college readiness.</p>	School-wide, BYMS and CHS	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2 FTE Certificated Instructional staff, Class size reduction, BYMS and CHS 1000-1999: Certificated Personnel Salaries Base \$129,277</p> <p>0.58 FTE Certificated Counselor, BYMS 1000-1999: Certificated Personnel Salaries Supplemental \$60,398</p> <p>0.51 FTE, Certificated Instructional staff, extra period assignments, BYMS 1000-1999: Certificated Personnel Salaries Supplemental \$37,647</p>

<p>CUSD students in grades 5-12, including Low income, ELL, RFEP, Special Education, and Foster youth, will receive counseling and guidance services to understand the UC/CSU coursework entrance requirements.</p> <p>CUSD students in grades 9-12, including Low income, ELL, RFEP, Special Education, Migrant and Foster youth, will receive counseling and guidance services to understand the AP coursework and examination opportunities.</p>			<p>0.17 FTE, Certificated Instructional staff, extra period assignment, CHS 1000-1999: Certificated Personnel Salaries Supplemental \$10,500</p> <p>Certificated Benefits 3000-3999: Employee Benefits Base \$30,598</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$18,613</p>
<p>Instructional Materials and Supplies to support classroom activities</p>	<p>School-wide, All sites</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental ELA instructional materials, \$500 per school site 4000-4999: Books And Supplies Supplemental \$2,000</p>
<p>Professional Development to support classroom instruction</p> <p>Instructional staff will receive staff development to support implementation of California State Standards including access to the CCSS for Low income, ELL, RFEP, Special Education, and Foster youth</p> <p>Counselors will receive staff development to support the development of Student Academic Action Plans.</p>	<p>School-wide, All sites</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Travel and Conference, \$250 per school site 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p>
<p>Non-Capitalized Equipment/Technology to enhance access to technology in computer labs and classrooms and support assessment of student academic performance.</p> <p>CUSD students will be utilizing technology to demonstrate grade level mastery in the classroom and on state assessments.</p>	<p>School-wide, All sites</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Computer equipment/upgrades/teacher technology tools, \$4000 per school site 4000-4999: Books And Supplies Concentration \$16,000</p>

<p>Staffing for after-school instructional support for Low-income, ELL, RFEP, Special Education, Migrant and Foster Youth</p>	<p>School-wide, FPS, GSS, and BYMS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Special Education</u></p>	<p>Extra duty after school certificated instructional support; ASES Funding 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$9,000 Certificated Benefits; ASES Funding 3000-3999: Employee Benefits After School Education and Safety (ASES) \$2,400</p>
<p>Supplemental Materials for after school instructional support for Low-income, ELL, RFEP, Special Education, Migrant and Foster Youth</p>	<p>School-wide, FPS, GSS and BYMS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Special Education, Migrant</u></p>	<p>Supplemental materials and supplies; ASES Funding 4000-4999: Books And Supplies After School Education and Safety (ASES) \$2,000</p>
<p>Professional Consulting & Operating Expenditures for academic vocabulary development for Low-income and ELL students</p>	<p>School-wide, GSS and FPS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education, Migrant</u></p>	<p>Annual service contract for academic vocabulary instructional initiative; Title One Funding 5000-5999: Services And Other Operating Expenditures Title I \$2,000</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>CUSD will meet annual increase in student performance on Local and state assessment measures.</p> <p>45% of graduates will meet UC/CSU coursework entrance requirement with a "C" or better.</p> <p>35% of seniors will demonstrate readiness for English 101-college level English course on Accuplacer performance.</p> <p>Calipatria USD pupils will have demonstrated readiness for college as evidence by an annual increase in the percentage of pupils who have passed an AP examination with a score of 3 or higher.</p> <p>CUSD will have 100% of schools sites exiting Title One Program Improvement status.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staffing to support class size reduction in core courses including English Language Development for ELL students, counseling services for Low income, ELL, RFEP, Special Education, and Foster youth</p> <p>CUSD will be offering extended learning opportunities on each campus to support achievement of grade level standards, improvement on state assessments, and career and college readiness.</p> <p>CUSD students in grades 5-12, including Low income, ELL, RFEP, Special Education, and Foster youth, will receive counseling and guidance services to understand the UC/CSU coursework entrance requirements.</p> <p>CUSD students in grades 9-12, including Low income, ELL, RFEP, Special Education, Migrant and Foster youth, will receive counseling and guidance services to understand the AP coursework and examination opportunities.</p>	<p>School-wide, BYMS and CHS</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.0 FTE, Certificated Instructional staff, Class size reduction, BYMS and CHS 1000-1999: Certificated Personnel Salaries Base \$129,277</p> <p>0.58 FTE, Certificated Counselor, BYMS 1000-1999: Certificated Personnel Salaries Supplemental \$60,398</p> <p>0.51 FTE, Certificated Instructional staff, extra period assignments, BYMS 1000-1999: Certificated Personnel Salaries Supplemental \$37,647</p> <p>0.17 FTE, Certificated Instructional staff, extra period assignment, CHS 1000-1999: Certificated Personnel Salaries Supplemental \$10,500</p> <p>Certificated Benefits 3000-3999: Employee Benefits Base \$30,598</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$18,613</p>
<p>Instructional Materials and Supplies to support classroom activities</p>	<p>School-wide, All sites</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>Supplemental ELA instructional materials, \$500 per school site 4000-4999: Books And Supplies Supplemental \$2,000</p>

		English proficient _ Other Subgroups: (Specify)	
Professional Development to support classroom instruction Instructional staff will receive staff development to support implementation of California State Standards including access to the CCSS for Low income, ELL, RFEP, Special Education, and Foster youth Counselors will receive staff development to support the development of Student Academic Action Plans.	School-wide, All sites	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Travel and conference, \$250 per school site 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000
Non-Capitalized Equipment/Technology to enhance access to technology in computer labs and classrooms and support assessment of student academic performance. CUSD students will be utilizing technology to demonstrate grade level mastery in the classroom and on state assessments.	School-wide, All sites	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Computer equipment/upgrades, \$4,00 per school site 4000-4999: Books And Supplies Concentration \$16,000
Staffing for after-school instructional support for Low-income, ELL, RFEP, Special Education, Migrant and Foster Youth	School-wide, FPS, GSS and BYMS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Extra duty after school certificated instructional support; ASES Funding 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$9,000 Certificated Benefits; ASES Funding 3000-3999: Employee Benefits After School Education and Safety (ASES) \$2,400
Supplemental Materials for after school instructional support for Low-income, ELL, RFEP, Special Education, Migrant and Foster Youth	School-wide, FPS, GSS, and BYMS	_ 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 checked="" type="checkbox"/> Other Subgroups:	Supplemental materials and supplies; ASES Funding 4000-4999: Books And Supplies After School Education and Safety (ASES) \$2,000

<p>Supplemental Materials for after school instructional support for Low-income, ELL, RFEP, Special Education, Migrant and Foster Youth</p>	<p>School-wide, GSS, FPS</p>	<p>(Specify) Migrant, Special Education</p> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education, Migrant</p>	<p>Annual service contract for academic vocabulary instructional initiative; Title One Funding 5000-5999: Services And Other Operating Expenditures Title I \$2,000</p>
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LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>CUSD will meet annual increase in student performance on Local and state assessment measures.</p> <p>50% of graduates will meet UC/CSU coursework entrance requirement with a "C" or better.</p> <p>40% of seniors will demonstrate readiness for English 101-college level English course on Accuplacer performance.</p> <p>Calipatria USD pupils will have demonstrated readiness for college as evidence by an annual increase in the percentage of pupils who have passed an AP examination with a score of 3 or higher.</p> <p>CUSD will have 100% of schools sites exiting Title One Program Improvement status.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staffing to support class size reduction in core courses including English Language Development for ELL students, counseling services for Low income, ELL, RFEP, Special Education, and Foster youth</p> <p>CUSD will be offering extended learning opportunities on each campus to support achievement of grade level standards, improvement on state assessments, and career and college readiness.</p> <p>CUSD students in grades 5-12, including Low income, ELL, RFEP, Special Education, and Foster youth, will receive counseling and guidance services to understand</p>	<p>School-wide, BYMS and CHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2 FTE Certificated Instructional staff, Class size reduction, BYMS and CHS 1000-1999: Certificated Personnel Salaries Base \$129,277</p> <p>0.58 FTE, Certificated Counselor, BYMS 1000-1999: Certificated Personnel Salaries Supplemental \$60,398</p> <p>0.51 FTE, Certificated Instructional staff, extra period assignments, BYMS 1000-1999: Certificated Personnel Salaries Supplemental \$37,647</p> <p>0.17 FTE, Certificated Instructional staff, extra period assignments, CHS 1000-1999: Certificated Personnel Salaries Supplemental \$10,500</p> <p>Certificated Benefits 3000-3999: Employee Benefits Base</p>

<p>the UC/CSU coursework entrance requirements.</p> <p>CUSD students in grades 9-12, including Low income, ELL, RFEP, Special Education, Migrant and Foster youth, will receive counseling and guidance services to understand the AP coursework and examination opportunities.</p>			<p>\$30,598</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$18,613</p>
<p>Instructional Materials and Supplies to support classroom activities</p>	<p>School-wide, All sites</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental ELA instructional materials, \$500 per school site 4000-4999: Books And Supplies Supplemental \$2,000</p>
<p>Professional Development to support classroom instruction</p> <p>Instructional staff will receive staff development to support implementation of California State Standards including access for Low income, ELL, RFEP, Special Education, and Foster youth</p> <p>Counselors will receive staff development to support the development of Student Academic Action Plans.</p>	<p>School-wide, All sites</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Travel and Conference, \$250 per school site 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p>
<p>Non-Capitalized Equipment/Technology to enhance access to technology in computer labs and classrooms and support assessment of student academic performance.</p> <p>CUSD students will be utilizing technology to demonstrate grade level mastery in the classroom and on state assessments.</p>	<p>School-wide, All sites</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Computer equipment/upgrades/teacher technology tools, \$4,000 per site 4000-4999: Books And Supplies Concentration \$16,000</p>
<p>Staffing for after-school instructional support for Low-income, ELL, RFEP, Special Education, Migrant and Foster Youth</p>	<p>School-wide, FPS,</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Extra duty after school certificated instructional support; ASES Funding 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$9,000</p>

	GSS, and BYMS	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Benefits; ASES funding 3000-3999: Employee Benefits After School Education and Safety (ASES) \$2,400
Supplemental Materials for after school instructional support for Low-income, ELL, RFEP, Special Education, Migrant and Foster Youth	School-wide, FPS, GSS, and BYMS	<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)	Supplemental materials and supplies; ASES Funding 4000-4999: Books And Supplies After School Education and Safety (ASES) \$2,000
Supplemental Materials for after school instructional support for Low-income, ELL, RFEP, Special Education, Migrant and Foster Youth	School-wide, GSS, FPS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education, Migrant	Annual service contract for academic vocabulary instructional initiative; Title One Funding 5000-5999: Services And Other Operating Expenditures Title I \$2,000

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

GOAL 2:	<p>By 2017-2018, Calipatria USD students will demonstrate grade level mastery as evidenced by an annual 5% increase in students scoring Proficient or Above on Local Benchmark in Mathematics.</p> <p>By 2017-2018, Calipatria USD students will demonstrate grade level achievement as evidenced by meeting state Math performance targets on grade level state assessment exams. (Goal will be adjusted as state targets are established.)</p> <p>By 2017-2018, Calipatria USD graduates will have demonstrated readiness for college as evidenced by an annual 5% increase in students meeting UC/CSU coursework entrance requirements with a "C" or better.</p> <p>By 2017-2018, Calipatria USD graduates will have demonstrated readiness for college level Math courses as evidenced by an annual 5% increase in student Accuplacer performance.</p> <p>By 2017-2018, Calipatria USD will meet Title One Academic Achievement targets as evidenced by 100% of school sites exiting Program Improvement status.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
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Identified Need :	<p>Calipatria USD students will support students to achieve grade level standards in Mathematics as evidenced through achievement of local and state annual goal targets.</p> <p>2013 District Federal AYP Summary of Students Scoring Proficient or Advanced in Mathematics 2014 not calculated by state.</p> <p>All Students 59.8% Hispanic 59.9% White 57.6% English Learners 55.6% Students with Disabilities 29.4% SES Disadvantaged 59.7%</p> <p>Imperial Valley College Matriculation 0% of Spring 2013 Seniors placed at Math 110 or higher for Accuplacer-Mathematics. 0% of Spring 2014 Seniors placed at Math 110 or higher for Accuplacer-Mathematics.</p> <p>UC/CSU Entrance Requirements</p> <table border="1"> <thead> <tr> <th>Total grads completing required coursework</th> <th>2011-2012</th> <th>2012-2013</th> <th>2013-2014</th> </tr> </thead> <tbody> <tr> <td>Total # of grads</td> <td>77</td> <td>86</td> <td>53</td> </tr> <tr> <td>Females</td> <td>57.6%</td> <td>35.9%</td> <td>45.0%</td> </tr> <tr> <td>Males</td> <td>25.0%</td> <td>27.7%</td> <td>30.3%</td> </tr> <tr> <td>Total</td> <td>39.0%</td> <td>31.4%</td> <td>35.8%</td> </tr> </tbody> </table> <p>2013 and 2014 Title One Program Improvement Yr 3 Bill Young Middle School Yr 1 Calipatria High School</p>	Total grads completing required coursework	2011-2012	2012-2013	2013-2014	Total # of grads	77	86	53	Females	57.6%	35.9%	45.0%	Males	25.0%	27.7%	30.3%	Total	39.0%	31.4%	35.8%
Total grads completing required coursework	2011-2012	2012-2013	2013-2014																		
Total # of grads	77	86	53																		
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Males	25.0%	27.7%	30.3%																		
Total	39.0%	31.4%	35.8%																		

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>CUSD will meet annual increase in student performance on Local and state assessment measures.</p> <p>40% of graduates will meet UC/CSU coursework entrance requirement with a "C" or better.</p> <p>5% of seniors will demonstrate readiness for math 110 or higher on Accuplacer performance.</p> <p>100% of school sites will have met all Title One Academic Achievement targets.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staffing to support class size reduction in core courses including English Language Development for ELL students, counseling services for Low income, ELL, RFEP, Special Education, and Foster youth</p> <p>CUSD will be offering extended learning opportunities on each campus to support achievement of grade level standards, improvement on state assessments, and career and college readiness.</p> <p>CUSD students in grades 5-12, including Low income, ELL, RFEP, Special Education, and Foster youth, will receive counseling and guidance services to understand the UC/CSU coursework entrance requirements.</p>	School-wide, BYMS and CHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>2.0 FTE, Certificated Instructional staff, Class size reduction, BYMS and CHS 1000-1999: Certificated Personnel Salaries Base \$122,007</p> <p>0.40 FTE, Certificated Counselor, CHS 1000-1999: Certificated Personnel Salaries Concentration \$40,916</p> <p>Certificated Benefits 1000-1999: Certificated Personnel Salaries Base \$31,844</p> <p>Certificated Benefits 3000-3999: Employee Benefits Concentration \$9,515</p>
<p>Purchase of board approved and state adopted instructional materials for all students and supplemental math instructional materials to support math intervention</p>	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Board approved and state adopted instructional materials, GSS, FPS, BYMS, and CHS, \$1,000 per site 4000-4999: Books And Supplies Supplemental \$4,000</p> <p>Supplemental math instructional materials, \$500 per school site 4000-4999: Books And Supplies Supplemental \$2,000</p>

<p>Professional Development to support mathematical instructional practices.</p> <p>CUSD instructional staff will be prepared to deliver a high quality mathematics instructional program aligned to the California Common Core State Standards.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Travel and conference, District 5000-5999: Services And Other Operating Expenditures Concentration \$450</p>
<p>Staffing for after-school instructional support for Migrant students</p>	<p>School-wide, BYMS and CHS</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Migrant</p>	<p>Extra duty after school certificated instructional support; Migrant Education Funding 1000-1999: Certificated Personnel Salaries Migrant Education \$3,000</p> <p>Certificated Benefits; Migrant Education Funding 3000-3999: Employee Benefits Migrant Education \$900</p>
<p>Supplemental Materials for after school instructional support for Low-income, ELL, RFEP, Special Education, Migrant and Foster Youth</p>	<p>School-wide, BYMS and CHS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education, Migrant</p>	<p>Supplemental materials and supplies ; Title One Funding 4000-4999: Books And Supplies Title I \$1,200</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: CUSD will meet annual increase in student performance on Local and state assessment measures.
 45% of graduates will meet UC/CSU coursework entrance requirement with a "C" or better.
 10% of seniors will demonstrate readiness for Math 110 or higher on Accuplacer performance.
 CUSD will have 100% of schools sites exiting Title One Program Improvement status.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staffing to support class size reduction in core courses including English Language Development for ELL students, counseling services for Low income, ELL, RFEP, Special Education, and Foster youth</p> <p>CUSD will be offering extended learning opportunities on each campus to support achievement of grade level standards, improvement on state assessments, and career and college readiness.</p> <p>CUSD students in grades 5-12, including Low income, ELL, RFEP, Special Education, and Foster youth, will receive counseling and guidance services to understand the UC/CSU coursework entrance requirements.</p>	<p>School-wide, BYMS and CHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.0 FTE, Certificated Instructional staff, Class size reduction, BYMS and CHS 1000-1999: Certificated Personnel Salaries Base \$122,007</p> <p>0.40 Certificated Counselor, CHS 1000-1999: Certificated Personnel Salaries Concentration \$40,916</p> <p>Certificated Benefits 3000-3999: Employee Benefits Base \$31,844</p> <p>Certificated Benefits 3000-3999: Employee Benefits Concentration \$9,515</p>
<p>Purchase of board approved and state adopted instructional materials for all students and supplemental math instructional materials to support math intervention.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Board approved and state adopted instructional materials, GSS, FPS, BYMS, and CHS, \$1,000 per site 4000-4999: Books And Supplies Supplemental \$4,000</p> <p>Supplemental math instructional materials, \$500 per school site 4000-4999: Books And Supplies Supplemental \$2,000</p>
<p>Professional Development to support mathematical instructional practices.</p> <p>CUSD instructional staff will be prepared to deliver a high quality mathematics instructional program aligned</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Travel and Conference, District 5000-5999: Services And Other Operating Expenditures Concentration \$800</p>

to the California Common Core State Standards.		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Staffing for after-school instructional support for Migrant students	School-wide, BYMS and CHS	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrant</u>	Extra duty after school Certificated instructional support; Migrant Education Funding 1000-1999: Certificated Personnel Salaries Migrant Education \$3,000 Certificated Benefits; Migrant Education Funding 3000-3999: Employee Benefits Migrant Education \$900
Supplemental Materials for after school instructional support for Low-income, ELL, RFEP, Special Education, Migrant and Foster Youth	School-wide, BYMS and CHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education, Migrant</u>	Supplemental materials and supplies; Title One Funding 4000-4999: Books And Supplies Title I \$1,200

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	CUSD will meet annual increase in student performance on Local and state assessment measures. 50% of graduates will meet UC/CSU coursework entrance requirement with a "C" or better. 15% of seniors will demonstrate readiness for Math 110 or higher on Accuplacer performance. CUSD will have 100% of schools sites exiting Title One Program Improvement status.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing to support class size reduction in core courses including English Language Development for ELL students, counseling services for Low income, ELL, RFEP, Special Education, and Foster youth	School-wide, BYMS and CHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	2.0 FTE, Certificated Instructional staff, Class size reduction, BYMS and CHS 1000-1999: Certificated Personnel Salaries Base \$122,007

<p>CUSD will be offering extended learning opportunities on each campus to support achievement of grade level standards, improvement on state assessments, and career and college readiness.</p> <p>CUSD students in grades 5-12, including Low income, ELL, RFEP, Special Education, and Foster youth, will receive counseling and guidance services to understand the UC/CSU coursework entrance requirements.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>0.40 Certificated Counselor, CHS 1000-1999: Certificated Personnel Salaries Concentration \$40,916</p> <p>Certificated Benefits 3000-3999: Employee Benefits Base \$31,844</p> <p>Certificated Benefits 3000-3999: Employee Benefits Concentration \$9,515</p>
<p>Purchase of board approved and state adopted instructional materials for all students and supplemental math instructional materials to support math intervention.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Board approved and state adopted instructional materials, GSS, FPS, BYMS, and CHS, \$1000 per site 4000-4999: Books And Supplies Supplemental \$4,000</p> <p>Supplemental math instructional materials, \$500 per school site 4000-4999: Books And Supplies Supplemental \$2,000</p>
<p>Professional Development to support mathematical instructional practices.</p> <p>CUSD instructional staff will be prepared to deliver a high quality mathematics instructional program aligned to the California Common Core State Standards.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Travel and Conference, District 5000-5999: Services And Other Operating Expenditures Concentration \$800</p>
<p>Staffing for after-school instructional support for Migrant students</p>	<p>School-wide, BYMS and CHS</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Migrant</p>	<p>Extra duty after school Certificated instructional support; Migrant Education Funding 1000-1999: Certificated Personnel Salaries Migrant Education \$3,000</p> <p>Certificated Benefits; Migrant Education Funding 3000-3999: Employee Benefits Migrant Education \$900</p>
<p>Supplemental Materials for after school instructional support for Low-income, ELL, RFEP, Special Education,</p>	<p>School-wide,</p>	<p><input type="checkbox"/> All OR:</p>	<p>Supplemental materials and supplies; Title One Funding</p>

Migrant and Foster Youth	BYMS and CHS	<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) Special Education, Migrant	4000-4999: Books And Supplies Title I \$1,200
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 3:</p>	<p>By 2017-2018, Calipatria USD students identified as English Language Learners will demonstrate grade level mastery as evidenced by an annual 5% increase in students scoring Proficient or Above on Local Benchmark in English Language Arts.</p> <p>By 2017-2018, Calipatria USD students identified as English Language Learners will demonstrate grade level achievement as evidenced by meeting state ELA performance targets on grade level state assessment exams. (Goal will be adjusted as state targets are established.)</p> <p>By 2017-2018, Calipatria USD students identified as English Language Learners will demonstrate fluency mastery as evidenced by meeting AMAO 1 and AMAO 2 targets on the CELDT.</p> <p>By 2017-2018, Calipatria USD students identified as English Language Learners will annually meet or exceed the county RFEP reclassification rate.</p> <p>By 2017-2018, Calipatria USD will exit Title III Program Improvement status as evidenced by meeting AMAO targets.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
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<p>Identified Need :</p>	<p>Calipatria USD will support students identified as English Language Learners to successfully achieve fluency standards and close the Achievement Gap as evidenced through achievement of local and state annual goal targets.</p> <p>Calipatria USD 2013 CST Achievement Gaps of English Learners to ALL Students by Grade Level. 2014 data was not calculated by the state.</p> <ul style="list-style-type: none"> Gr. 3 -11% Gr. 4 -14% Gr. 5 -1% Gr. 6 -19% Gr. 7 -21% Gr. 8 -29% Gr. 9 -45% Gr. 10 -41% Gr. 11 -27% <p>AMAO 1 Fluency 2012-2013 Met target 2013-2014 Met target</p> <p>AMAO 2 Fluency Cohort less than 5 years 2012-2013 Met target 2013-2014 Met target</p> <p>AMAO 2 Fluency Cohort more than 5 years 2012-2013 Met target 2013-2014 Met target</p> <p>English Learner Reclassification Rate</p>
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	2012-2013	2013-2014	2014-2015
CUSD	7.6%	6.2%	4.2%
BYMS	10.7%	10.6%	0.8%
CHS	9.9%	3.3%	9.9%
FPS	3.0%	3.1%	4.5%
GSS	10.8%	9.8%	0.0%

Reclassification criteria updated in 14-15 due to state assessment measures. Imperial county 14-15 rate is 7.1%.

2013 and 2014 Title III Program Improvement
Year 4+ due to AMAO 3, CST performance

Goal Applies to:	Schools: All
Applicable Pupil Subgroups:	English Language Learners at all district sites

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>CUSD will meet annual increase in student performance on Local and state assessment measures.</p> <p>CUSD will have met AMAO 1 and AMAO 2 fluency targets on the CELDT.</p> <p>100% of school sites will meet Title III Accountability measures.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staffing to support ELD courses for students in Grades 6-12 and provide smaller class sections to enable English Learners to access the CCSS and the ELD standards for gaining academic content knowledge and English language proficiency.</p> <p>CUSD will be offering extended learning opportunities on each campus to support achievement of grade level standards, improvement on state assessments, and career and college readiness for English Learners.</p>	School-wide, BYMS and CHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>1.0 FTE, Certificated instructional staff to provide self-contained ELD, CHS and BYMS 1000-1999: Certificated Personnel Salaries Base \$50,000</p> <p>Certificated Benefits 3000-3999: Employee Benefits Base \$9,000</p>
Staffing for ELL instructional support to the classroom for English Language Learners to access the CCSS	LEA-wide	<input type="checkbox"/> All OR:	4 Classified staff to provide instructional support to the classroom for ELL students 2000-2999: Classified Personnel

		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries Supplemental \$61,985 Classified Benefits 3000-3999: Employee Benefits Supplemental \$13,886
Staffing for ELL instructional support to the classroom for English Language Learners to access the CCSS and the ELD standards for academic achievement and English language proficiency	School-wide, GSS and FPS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2 Classified staff to provide instructional support to the classroom for ELL students; Title III Funding 2000-2999: Classified Personnel Salaries Title III \$15,000 Classified Benefits; Title III Funding 3000-3999: Employee Benefits Title III \$3,400

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	CUSD will meet annual increase in student performance on Local and state assessment measures. CUSD will have met AMAO 1 and AMAO 2 fluency targets on the CELDT. Calipatria USD students identified as English Language Learners will annually meet or exceed the county RFEP reclassification rate. CUSD will exit Title III Program Improvement status.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing to support ELD courses for students in Grades 6-12 and provide smaller class sections to enable English Learners to access the CCSS and the ELD standards for gaining academic content knowledge and English language proficiency. CUSD will be offering extended learning opportunities on each campus to support achievement of grade level standards, improvement on state assessments, and career and college readiness for English Learners.	School-wide, CHS and BYMS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.0 FTE, Certificated staff to provide self-contained ELD, CHS and BYMS 1000-1999: Certificated Personnel Salaries Base \$50,000 Certificated Benefits 3000-3999: Employee Benefits Base \$9,000

<p>Staffing for ELL instructional support to the classroom for English Language Learners to access the CCSS</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4 Classified staff to provide instructional support to the classroom for ELL students 2000-2999: Classified Personnel Salaries Supplemental \$51,985 Classified Benefits 3000-3999: Employee Benefits Supplemental \$13,886</p>
<p>Staffing for ELL instructional support to the classroom for English Language Learners to access the CCSS and the ELD standards for academic achievement and English language proficiency</p>	<p>School-wide, GSS and FPS</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2 Classified staff to provide instructional support for ELL students; Title III Funding 2000-2999: Classified Personnel Salaries Title III \$15,000 Classified Benefits; Title III Funding 3000-3999: Employee Benefits Title III \$3,400</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>CUSD will meet annual increase in student performance on Local and state assessment measures. CUSD will have met AMAO 1 and AMAO 2 fluency targets on the CELDT. Calipatria USD students identified as English Language Learners will annually meet or exceed the county RFEP reclassification rate. CUSD will exit Title III Program Improvement status.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staffing to support ELD courses for students in Grades 6-12 and provide smaller class sections to enable English Learners to access the CCSS and the ELD standards for gaining academic content knowledge and English language proficiency. CUSD will be offering extended learning opportunities</p>	<p>School-wide, CHS and BYMS</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>1.0 FTE, Certificated staff to provide self-contained ELD, CHS and BYMS 1000-1999: Certificated Personnel Salaries Base \$50,000 Certificated Benefits 3000-3999: Employee Benefits Base \$9,000</p>

<p>on each campus to support achievement of grade level standards, improvement on state assessments, and career and college readiness for English Learners.</p>		<p>(Specify)</p>	
<p>Staffing for ELL instructional support to the classroom for English Language Learners to access the CCSS</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4 Classified staff to provide instructional support to the classroom for ELL students 2000-2999: Classified Personnel Salaries Supplemental \$61,985 Classified Benefits 3000-3999: Employee Benefits Supplemental \$13,886</p>
<p>Staffing for ELL instructional support to the classroom for English Language Learners to access the CCSS and the ELD standards for academic achievement and English language proficiency</p>	<p>School-wide, GSS and FPS</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2 Classified staff to provide instructional support for ELL students; Title III Funding 2000-2999: Classified Personnel Salaries Title III \$15,000 Classified Benefits; Title III Funding 3000-3999: Employee Benefits Title III \$3,400</p>

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

GOAL 4:	<p>By 2017-2018, Calipatria USD will have 100% of sufficient instructional materials for all students aligned to the California Common Core State Standards in English Language Arts/English Language Development and Mathematics.</p> <p>By 2017-2018, 100% of Calipatria USD instructional staff will have completed 30 hours of professional development to support successful implementation and delivery of adopted California Common Core State Standards-aligned curriculum as evidence by training logs.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
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Identified Need :	<p>Calipatria USD will provide high quality, instruction aligned to California's Common Core State Standards.</p> <p>Calipatria USD has not adopted state and board approved instructional materials aligned to the California Common Core State Standards.</p> <p>Reading Language Arts 3/2010 English Language Development 3/2010 Mathematics 5/2008 Mathematics CCSS instructional materials were adopted in 14-15 for Grades K-5 and 6-8. Social Science 5/2006 Science 7/2007 Spanish 10/2013 Art 5/1010</p> <p>CUTA LCAP survey responses indicated 50/60% of survey responders are concerned regarding the district providing sufficient attention and resources dedicated to implementation of CCSS in ELA and Math.</p>
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Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>CUSD will have 100% of sufficient instructional materials in Mathematics for all students.</p> <p>CUSD will have adopted K-12 district/state-approved English Language Arts/English Language Development Instructional materials.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Purchase of board approved and state adopted instructional materials for all students</p> <p>CUSD will complete K-12 Mathematics adoption and purchase of instructional materials.</p>	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	<p>State adopted and board approved instructional materials- Math Grades 9-12; Common Core Instructional Materials/General Administration Funding 4000-4999: Books And Supplies Base \$30,000</p>

<p>CUSD will have adopted a K-8 district/state-approved and a 9-12 district approved English Language Arts/English Language Development instructional materials.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>State adopted and board approved instructional materials- ELA 4000-4999: Books And Supplies Supplemental \$4,000 State adopted and board approved instructional materials- Math 4000-4999: Books And Supplies Supplemental \$4,000</p>
<p>Professional development to support instructional training to serve intervention services for students</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Travel and Conference; Title One Funding 5000-5999: Services And Other Operating Expenditures Title I \$800</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>CUSD will have 100% of sufficient instructional materials in ELA/ELD for all students.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Purchase of board approved and state adopted instructional materials for all students CUSD will complete K-12 Mathematics adoption and purchase of instructional materials. CUSD will have adopted a K-8 district/state-approved and a 9-12 district approved English Language Arts/English Language Development instructional materials.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>State adopted and board approved instructional materials- ELA/ELD; Common Core Instructional Materials/General Administration Funding 4000-4999: Books And Supplies Base \$30,000 State adopted and board approved instructional materials- ELD 4000-4999: Books And Supplies Supplemental \$4,000 State adopted and board approved instructional materials- mathematics 4000-4999: Books And Supplies Supplemental \$4,000</p>
<p>Professional development to support instructional training to serve intervention services for students</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Travel and Conference; Title One Funding 5000-5999: Services And Other Operating Expenditures Title I \$800</p>

		_ Other Subgroups: (Specify)	
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	CUSD will have adopted K-12 district/state-approved Social Science Instructional materials.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase of board approved and state adopted instructional materials for all students CUSD will have adopted a K-8 district/state-approved and a 9-12 district approved Social Science instructional materials. CUSD will complete K-12 Mathematics adoption and purchase of instructional materials. CUSD will complete a K-12 English Language Arts/English Language Development instructional materials.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	State adopted and board approved instructional materials- Social Science; Common Core/General Fund 4000-4999: Books And Supplies Base \$30,000 State adopted and board approved instructional materials- ELA 4000-4999: Books And Supplies Supplemental \$4,000 State adopted and board approved instructional materials- Math 4000-4999: Books And Supplies Supplemental \$4,000
Professional development to support instructional training to serve intervention services for students	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Travel and Conference; Title One Funding 5000-5999: Services And Other Operating Expenditures Title I \$800

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

<p>GOAL 5:</p>	<p>By 2017-2018, Calipatria USD will exit CMIS as evidence by 100% of all teaching staff meeting highly qualified status.</p> <p>By 2017-2018, Calipatria USD will support the retention of a highly qualified teaching force as evidenced by a 3% decrease in teachers with less than 2 years experience.</p> <p>By 2017-2018, Calipatria USD will maintain school facilities in good repair as evidenced by annual FIT evaluations.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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<p>Identified Need :</p>	<p>Calipatria USD will maintain a highly qualified teaching force prepared to provide high quality instruction aligned with California's Common Core State Standards for all students.</p> <p>Highly Qualified Status 2012-2013 CMIS Level C Fremont 100%; Grace Smith School 100%; Bill Young Middle School 100%; Calipatria High School 95.4%; Calipatria Unified 98.2%</p> <p>2013-2014 CMIS Level C Fremont 100%; Grace Smith School 90%; Bill Young Middle School 100%; Calipatria High School 90.0%; Calipatria Unified 95.3%</p> <p>2014-2015 CMIS Level C Fremont 100%; Grace Smith School 100%; Bill Young Middle School 100%; Calipatria High School 86.8%; Calipatria Unified 95.3%</p> <p>Average Years of Teaching Experience in the District and # of First Year Staff and # of Second Year Staff 2012-2013 Fremont Primary 10.1, 1, 2; Grace Smith 15.2, 0, 0; Bill Young Middle School 12.6, 1, 0; Calipatria High School 6.1, 2, 3; Calipatria Unified 10.0, 4, 5</p> <p>2013-2014 Fremont Primary 11, 1, 1; Grace Smith 15, 1, 0; Bill Young Middle School 13, 0, 1; Calipatria High School 8, 0, 3; Calipatria Unified 11, 2, 5</p> <p>Teacher with less than 2 years of Teaching Experience Rate 2012-2013 Fremont 3 of 19 = 15.7%; Grace Smith 0 of 5 = 0%; Bill Young Middle School 1 of 19 = 5%; Calipatria High School 5 of 19=26.3%; Calipatria USD 9 of 62=14.5%</p> <p>2013-2014 Fremont 1 of 20 = 5%; Grace Smith 0 of 5 = 0%; Bill Young Middle School 1 of 19 = 5.2%; Calipatria High School 3 of 20=15%; Calipatria USD 5 of 64=7.8%</p> <p>November 2014 School Facilities Rating BYMS Good CHS Good Fremont Good Grace Smith Good</p>
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All district school sites are maintained in good repair. Most recent improvements include athletic complex and street repairs. Williams funding will provide for renovations for CHS Wirt Auditorium and Old Gym. No concerns have been indicated by school staff, students, and community.

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:
 Calipatria USD will have 3 of 4 school sites meeting 100% highly qualified status.
 CUSD will achieve a retention improvement rate as indicated by 8.5% of teachers with less than 2 years of teaching experience in the district.
 CUSD school sites will receive a Good or better rating on the school facilities annual evaluation or FIT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase materials and supplies to promote teacher retention and campaigns across district sites	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials and supplies 4000-4999: Books And Supplies Supplemental \$500 Materials and supplies; Title II Teacher Quality Funding 4000-4999: Books And Supplies Title II \$500
Professional Development to support instructional training for beginning teachers	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra duty Certificated mentor staff 1000-1999: Certificated Personnel Salaries Base \$4,000 Certificated benefits 3000-3999: Employee Benefits Base \$600

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	CUSD will have 100% of all school sites meeting Highly Qualified status. CUSD will have achieve a 5.5% retention improvement as indicated by the decrease in teachers with less than 2 years experience.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase materials and supplies to promote teacher retention and campaigns across district sites supplies to promote retention	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials and supplies 4000-4999: Books And Supplies Supplemental \$500 Materials and supplies; Title II Teacher Quality Funding 4000-4999: Books And Supplies Title II \$500
Professional Development to support instructional training for beginning teachers	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra duty stipends for mentor staff 1000-1999: Certificated Personnel Salaries Base \$4,000 Certificated Benefits 3000-3999: Employee Benefits Base \$600

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	CUSD will have 100% of all school sites meeting Highly Qualified status. CUSD will have achieve a 5.5% retention improvement as indicated by the decrease in teachers with less than 2 years experience.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase materials and supplies to promote teacher retention and campaigns across district sites	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Materials and supplies 4000-4999: Books And Supplies Supplemental \$500 Materials and supplies: Title II Teacher Quality Funding 4000-

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4999: Books And Supplies Title II \$500
Professional Development to support instructional training for beginning teachers	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra duty Certificated mentor staff 1000-1999: Certificated Personnel Salaries Base \$4,000 <hr/> Certificated Benefits 3000-3999: Employee Benefits Base \$600

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

GOAL 6:	By 2017-2018, Calipatria USD will adopt a course of study for grades 1-6, 7-8, and 9-12 as per Ed Code 51210 and 51220 respectively as evidenced by master schedules and instructional minutes reporting.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <u>X</u> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Calipatria USD will provide a broad course of study for all students for career and college readiness. Stakeholders expressed the need for the district to expand technology and visual and performing arts opportunities across the K-12 grade levels. CUTA survey responders indicated a need to prepare student to be college and career ready.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	CUSD will establish instructional minutes for adopted course of study as per Ed Code 51210 and 51220 for Bill Young Middle School. CUSD will establish instructional minutes for adopted course of study as per Ed Code 51210 for Fremont Primary and Grace Smith. CUSD will adopt a course of study as per Ed Code 51220 for Calipatria High School.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing to support Visual and Performing Arts courses at BYMS and CHS	School-wide, CHS and BYMS	<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)	1.0 FTE, Certificated Instructor, Band, BYMS and CHS 1000-1999: Certificated Personnel Salaries Supplemental \$41,894 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$10,498

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	CUSD will have 100% implementation of an approved course of study for all grades 1-12 as evidenced by school site master schedules and instructional minute reporting.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing to support Visual and Performing Arts courses at BYMS and CHS	School-wide, CHS and BYMS	<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)	1.0 FTE Certificated Instructor, Band, CHS and BYMS 1000-1999: Certificated Personnel Salaries Supplemental \$41,894 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$10,498

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	CUSD will create approved college and career pathways for grades 10-12 as evidenced by board approved course of study.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing to support Visual and Performing Arts courses at BYMS and CHS	School-wide, CHS and BYMS	<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)	1.0 FTE Certificated Instructor, Band, CHS and BYMS 1000-1999: Certificated Personnel Salaries Supplemental \$41,894 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$10,498
Professional Development to support CTE and AP pathway design	CHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Travel and Conference 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000 Materials and supplies 4000-4999: Books And Supplies Supplemental \$3,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:	<p>By 2017-2018, Calipatria USD will provide a targeted after-school instructional program on each site campus as evidenced by program schedule and student participation logs.</p> <p>BY 2017-2018, 100% of Calipatria USD students participating in the targeted after-school instructional program will report an annual 10% increase in school connectedness as evidence by a pre and post program survey.</p> <p>By 2017-2018, Calipatria USD will promote parental participation in after school instructional programs as evidenced by parent contact logs.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
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Identified Need :	<p>Calipatria USD students will extend learning opportunities to enhance the quality of education for all students, especially students struggling to achieve grade level standards.</p> <p>Stakeholders expressed in survey responses a need to</p> <ul style="list-style-type: none"> * provide after-school instruction * provide technology training * provide support for English Language Learners 'Newcomers' and their families * provide enrichment opportunities * promote college and career readiness <p>District parental involvement with after school activities will be expanded to include ongoing communications between staff and parents to promote parental participation in after school activities for targeted pupils.</p>
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Goal Applies to:	<p>Schools: All</p> <hr style="border-top: 1px dashed black;"/> <p>Applicable Pupil Subgroups: All</p>
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>CUSD school sites will report an average daily attendance of 20 students per site attending the after school program.</p> <p>100% of CUSD targeted after school program participants will report a 10% increase in school connectedness as evidenced by a pre and post program survey.</p> <p>100% of CUSD targeted after school programs will report 90% parent involvement as evidenced by 2 contacts per pupil as recorded on parent contact logs.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing to establish a district-wide after school instructional program	LEA-wide	<u> </u> All <u> </u> OR: _____	4 extra duty assignments for after school certificated tutors, 32 weeks x 4 hrs per week = 123 hours of services, 1 at each site

<p>CUSD will have provide a targeted after school program on each site campus to support and enrich student engagement on the campus.</p> <p>CUSD staff will maintain ongoing communication with parents to promote participation of targeted pupils in the after school program.</p>		<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Special Education</u></p>	<p>1000-1999: Certificated Personnel Salaries Concentration \$12,800</p> <p>Certificated Benefits 3000-3999: Employee Benefits Concentration \$1,738</p>
<p>Purchase of Instructional materials to support after school instructional program</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Special Education</u></p>	<p>Supplemental Instructional materials, \$250 per site 4000-4999: Books And Supplies Concentration \$1,000</p>
<p>Transportation services to support educational fieldtrip(s) for after school instructional program participants and low income, ELL, RFEP and foster youth</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Student Transportation costs for fieldtrip, \$3000 per site 5700-5799: Transfers Of Direct Costs Concentration \$12,000</p>
<p>Parent Involvement Supplies to promote home to school connections for students participating in targeted after school instructional program</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Ed, Migrant</u></p>	<p>Parent involvement materials and supplies; Title One Funding 4000-4999: Books And Supplies Title I \$800</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>CUSD school sites will report an average daily attendance of 25 students per site attending the after school program.</p> <p>100% of Calipatria USD students participating in the targeted after-school instructional program will report an annual 10% increase in school connectedness as evidence by a pre and post program survey.</p> <p>100% of CUSD targeted after school programs will report 90% parent involvement as evidenced by 2 contacts per pupil as recorded on parent contact logs.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staffing to establish a district-wide after school instructional program</p> <p>CUSD will have provide a targeted after school program on each site campus to support and enrich student engagement on the campus.</p> <p>CUSD staff will maintain ongoing communication with parents to promote participation of targeted pupils in the after school program.</p>	LEA-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Special Ed, Migrant</u></p>	<p>4 extra duty assignments for after school certificated tutors, 32 weeks x 4 hrs per week = 123 hours of service, 1 at each site</p> <p>1000-1999: Certificated Personnel Salaries Concentration \$12,800</p> <hr/> <p>Certificated Benefits 3000-3999: Employee Benefits Concentration \$1,738</p>
<p>Purchase of Instructional materials to support after school instructional program</p>	LEA-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Special Ed, Migrant</u></p>	<p>Supplemental Instructional materials, \$500 per site 4000-4999: Books And Supplies Concentration \$2,000</p>
<p>Transportation services to support educational fieldtrip(s) for after school instructional program participants and low income, ELL, RFEP and foster youth</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p>	<p>Student transportation costs for fieldtrip, \$3,000 per site 5700-5799: Transfers Of Direct Costs Concentration \$12,000</p>

		(Specify)	
Parent Involvement Supplies to promote home to school connections for students participating in targeted after school instructional program	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Ed, Migrant</u>	Parent involvement materials and supplies; Title One Funding 4000-4999: Books And Supplies Title I \$800

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	CUSD school sites will report an average daily attendance of 25 students per site attending the after school program. 100% of Calipatria USD students participating in the targeted after-school instructional program will report an annual 10% increase in school connectedness as evidence by a pre and post program survey. 100% of CUSD targeted after school programs will report 90% parent involvement as evidenced by 2 contacts per pupil as recorded on parent contact logs.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing to establish a district-wide after school instructional program CUSD will have provide a targeted after school program on each site campus to support and enrich student engagement on the campus. CUSD staff will maintain ongoing communication with parents to promote participation of targeted pupils in the after school program.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Ed, Migrant</u>	4 extra duty assignments for after school certificated tutors, 32 weeks x 4 hrs per week = 123 hours of services, 1 at each site 1000-1999: Certificated Personnel Salaries Concentration \$12,800 Certificated Benefits 3000-3999: Employee Benefits Concentration \$1,738
Purchase of Instructional materials to support after school instructional program	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Supplemental Instructional materials, \$500 per site 4000-4999: Books And Supplies Concentration \$2,000

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Ed, Migrant	
Transportation services to support educational fieldtrip(s) for after school instructional program participants and low income, ELL, RFEP and foster youth	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Student transportation costs for fieldtrips, \$3,000 per site 5700-5799: Transfers Of Direct Costs Concentration \$12,000
Parent Involvement Supplies to promote home to school connections for students participating in targeted after school instructional program	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Ed, Migrant	Parent involvement materials and supplies; Title One Funding 4000-4999: Books And Supplies Title I \$800

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

<p>GOAL 8:</p>	<p>By 2017-2018, Calipatria USD will improve student attendance to school as evidenced by a 4% annual decrease in student truancy at each school site.</p> <p>By 2017-2018, Calipatria USD will improve student attendance to school as evidenced by a 4% annual decrease in chronic attendance at each school site.</p> <p>By 2017-2018, Calipatria USD will improve student expulsion and suspension rates as evidenced by meeting or exceeding (lower than) county pupil suspension and expulsion rates.</p> <p>by 2017-2018, Calipatria USD will improve cohort graduation rates to an annual target of 95% for all students and subgroups.</p> <p>By 2017-2018, Calipatria USD will improve pupil dropout rates as evidenced by meeting or exceeding (lower than) county middle and high school dropout rates.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
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<p>Identified Need :</p>	<p>Calipatria USD has a need to support the engagement of students to their learning.</p> <p>A review of attendance data, including truancy and chronic attendance indicators, shows a need to improve daily attendance to school.</p> <p>Truancy Data 2012-2013 Fremont 19.56; Grace Smith 15.32; Bill Young Middle 25.78; Calipatria High 37.30; CUSD 26.35%</p> <p>2013-2014 Fremont 23.47; Grace Smith 31.73; Bill Young Middle 13.20; Calipatria High 30.14; CUSD 22.98%</p> <p>Students with chronic attendance issues (more than 10% of the school year) from 8/26/13 - 3/25/2014</p> <p>Fremont 9.9% Grace Smith 23.7% Bill Young Middle 24.3% Calipatria High 24.2%</p> <p>Pupil Suspension and Expulsion Rates 2013-2014 Suspension Fremont 0.9; Grace Smith 1.9; Bill Young Middle 12.2; Calipatria High 8.2; CUSD 6.5%</p> <p>2013-2014 Expulsion Fremont 0.0; Grace Smith 0.0; Bill Young Middle 0.3; Calipatria High 0.0; CUSD 0.1%</p> <p>County 2013-2014 Suspension rate is 5.4 and Expulsion rate is 0.1</p>
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Cohort Graduation data reflects a need to support subgroups with less than 95% graduation rate within 4 years of entering Gr. 9.
 2011-2012 Cohort students: 76 Cohort Graduates: 71
 English Learners 91.3%; Migrant Education 97.1%; Special Education 85.7%; Socioeconomically Disadvantaged 93.4%; CUSD Total 93.4%

2012-2013 Cohort students: 93 Cohort Graduates: 84
 English Learners 85.7%; Migrant Education 85.5%; Special Education 88.9%; Socioeconomically Disadvantaged 90.3%; CUSD Total 90.3%

2013-2014 Cohort students: 59 Cohort Graduates: 53
 English Learners 89.3%; Migrant Education 90.0%; Special Education 85.7%; Socioeconomically Disadvantaged 89.8%; CUSD Total 89.8%

Dropout rates

	2012-2013	2013-2014
BYMS	0%	0%
CHS	3.5%	0.6%
CUSD	3.5%	0.6%
Imperial County	2.7%	1.4%

Calipatria USD has a relatively low adjusted dropout rate, however with the average class size less than 100 pupils, results are relative to the population.

Stakeholders commented for the need to continue to support and provide after-school activities at all school sites.

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: 100% of CUSD school sites will reach their respective decrease in truancy: Fremont 11.56 Grace Smith 7.32 BYMS 17.78 CHS 29.30

100% of CUSD school sites will reach their respective decrease in chronic attendance: Fremont 5.0 Grace Smith 15.7 BYMS 16.3 CHS 16.2

Calipatria USD will have met cohort graduation rate of 95% for all students, English Language Learners and Special Education Subgroup.

Calipatria USD will meeting or exceed (lower than) county pupil suspension and expulsion rates.

Calipatria USD will meet or exceed lower than) county middle and high school dropout rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staffing to support Centralized Services administration of district services of an attendance motivational program</p> <p>CUSD site administrators and site attendance staff will complete monthly truancy notifications to parents.</p> <p>CUSD site administrators will report truancy information to CUSD School Board.</p> <p>CUSD will have an established an established and functioning district SARB.</p> <p>CUSD will have an Attendance Improvement Campaign to decrease truancy and chronic attendance patterns.</p> <p>CUSD will have quarterly reporting to the CUSD School Board and Superintendent on students at-risk for promotions and the specific activities completed and/or planned to increase student achievement and increase cohort promotion rates, as well as improve suspension/expulsion rates and middle and high school dropout rates.</p> <p>CUSD administrative staff will coordinate parent</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>0.10 Certificated Administrator, Centralized Services 1000-1999: Certificated Personnel Salaries Supplemental \$13,021</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$2,505</p>

<p>involvement activities to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs, including home visits, phone contact, and staff-parent conferences.</p>			
<p>Purchase materials and supplies to support attendance motivational program</p> <p>CUSD school site staff will provide 3 AERIES student and parent portal trainings on each school site to support regular attendance to school and achievement in school.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Parent involvement supplies 4000-4999: Books And Supplies Supplemental \$1,000</p>
<p>Professional consulting & operating expenditures to support annual service and maintenance contracts to monitor, evaluate, and report student academic achievement targets.</p> <p>CUSD will acquire home to school communications, including websites, phone messaging systems, displays, to improve notifications to parents and community regarding student achievement and attendance.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Annual service contracts for districtwide instructional initiatives to promote student academic achievement 5000-5999: Services And Other Operating Expenditures Supplemental \$35,500</p>
<p>Purchase Parent involvement supplies to support home to school communication to address truancy and chronic attendance issues</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Parent involvement supplies 4000-4999: Books And Supplies Base \$500</p> <p>Parent involvement supplies; Title III Funding 4000-4999: Books And Supplies Title III \$500</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: 100% of CUSD school sites will reach their respective decrease in truancy: Fremont 7.56 Grace Smith 5.0 BYMS 13.78 CHS 25.30

100% of CUSD school sites will reach their respective decrease in chronic attendance: Fremont 5.0 Grace Smith 11.7 BYMS 12.3 CHS 12.2

CUSD will achieve 100% cohort graduation rate of 95% or better for all students and subgroups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staffing to support Centralized Services administration of district services of an attendance motivational program</p> <p>CUSD site administrators and site attendance staff will complete monthly truancy notifications to parents.</p> <p>CUSD site administrators will report truancy information to CUSD School Board.</p> <p>CUSD will have an established an established and functioning district SARB.</p> <p>CUSD will have an Attendance Improvement Campaign to decrease truancy and chronic attendance patterns.</p> <p>CUSD will have quarterly reporting to the CUSD School Board and Superintendent on students at-risk for promotions and the specific activities completed and/or planned to increase student achievement and increase cohort promotion rates, as well as improve suspension/expulsion rates and middle and high school dropout rates.</p> <p>CUSD administrative staff will coordinate parent involvement activities to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs, including home visits, phone contact, and staff-parent conferences.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>0.10 Certificated Administrator, Centralized Services 1000-1999: Certificated Personnel Salaries Supplemental \$13,021</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$2,505</p>

<p>Purchase materials and supplies to support attendance motivational program</p> <p>CUSD school site staff will provide 3 AERIES student and parent portal trainings on each school site to support regular attendance to school and achievement in school.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Parent Involvement supplies 4000-4999: Books And Supplies Supplemental \$1,000</p>
<p>Professional consulting & operating expenditures to support annual service and maintenance contracts to monitor, evaluate, and report student academic achievement targets.</p> <p>CUSD will acquire home to school communications, including websites, phone messaging systems, displays, to improve notifications to parents and community regarding student achievement and attendance.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Annual service contracts for districtwide instructional initiatives to promote student academic achievement 5000-5999: Services And Other Operating Expenditures Supplemental \$35,500</p>
<p>Purchase Parent involvement supplies to support home to school communication to address truancy and chronic attendance issues</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Parent involvement materials and supplies 4000-4999: Books And Supplies Base \$500 Parent involvement materials and supplies; Title III Funding 4000-4999: Books And Supplies Title III \$500</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of CUSD school sites will reach their respective decrease in truancy.</p> <p>100% of CUSD school sites will reach their respective decrease in chronic attendance.</p> <p>CUSD will achieve 100% cohort graduation rate of 95% or better for all students and subgroups.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Staffing to support Centralized Services administration of district services of an attendance motivational</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>.10 Certificated Administrator, Centralized Services 1000-1999: Certificated Personnel Salaries Supplemental \$13,021</p>

<p>program</p> <p>CUSD site administrators and site attendance staff will complete monthly truancy notifications to parents.</p> <p>CUSD site administrators will report truancy information to CUSD School Board.</p> <p>CUSD will have an established an established and functioning district SARB.</p> <p>CUSD will have an Attendance Improvement Campaign to decrease truancy and chronic attendance patterns.</p> <p>CUSD will have quarterly reporting to the CUSD School Board and Superintendent on students at-risk for promotions and the specific activities completed and/or planned to increase student achievement and increase cohort promotion rates, as well as improve suspension/expulsion rates and middle and high school dropout rates.</p> <p>CUSD administrative staff will coordinate parent involvement activities to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs, including home visits, phone contact, and staff-parent conferences.</p>		<p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$2,703</p>
<p>Purchase materials and supplies to support attendance motivational program</p> <p>CUSD school site staff will provide 3 AERIES student and parent portal trainings on each school site to support regular attendance to school and achievement in school.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Parent Involvement supplies 4000-4999: Books And Supplies Supplemental \$1,000</p>
<p>Professional consulting & operating expenditures to support annual service and maintenance contracts to monitor, evaluate, and report student academic achievement targets.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	<p>Annual service contracts for districtwide instructional initiatives to promote student academic achievement 5000-5999: Services And Other Operating Expenditures Supplemental \$35,500</p>

<p>CUSD will acquire home to school communications, including websites, phone messaging systems, displays, to improve notifications to parents and community regarding student achievement and attendance.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Purchase Parent involvement supplies to support home to school communication to address truancy and chronic attendance issues</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Parent involvement materials and supplies 4000-4999: Books And Supplies Base \$500 Parent involvement materials and supplies; Title III Funding 4000-4999: Books And Supplies Title III \$500</p>

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

GOAL 9:	By 2017-2018, Calipatria USD will provide a Parent Institute on each school campus to support implementation of California Common Core State Standards and increase parent involvement annually by 10% at each school site as evidenced through participation logs to Parent Institute.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Calipatria USD will support parent involvement services to improve parent participation across all district sites, including parental participation in programs for unduplicated pupils and individuals with exceptional needs. Stakeholders are concerned with timely notification of district and site events. Stakeholders reported a need to utilize technology to communicate with parents.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	CUSD will increase parent participation by 10% at each school site Parent Institute. 100% of CUSD school sites will have offered a 3-day Parent Institute on each site campus.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing to support Centralized Services administration of district services to coordinate Parent Institutes and parent involvement activities. CUSD administrative staff will coordinate parent involvement activities to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs, including home visits, phone contact, and staff-parent conferences.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	0.10 Certificated Administrator, Centralized Services 1000-1999: Certificated Personnel Salaries Supplemental \$13,021 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$2,505
Purchase Parent Involvement Supplies to support Parent Institutes and parent involvement activities	LEA-wide	<input checked="" type="checkbox"/> All OR:	Materials and supplies 4000-4999: Books And Supplies Supplemental \$2,000

		<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)	
Staffing to support parent institute activities to recruit parents of low income, ELL, RFEP, Migrant, Special Education and Foster youth	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education,</u> <u>Migrant</u>	Extra duty Certificated stipend to support parent institute activities; Title One Funding 1000-1999: Certificated Personnel Salaries Title I \$1,000 Certificated Benefits; Title One Funding 3000-3999: Employee Benefits Title I \$300

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	CUSD will increase parent participation by 10% at each school site Parent Institute. 100% of CUSD school sites will have offered a 3-day Parent Institute on each site campus. CUSD will offered a 1-day Parent Institute Saturday conference.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing to support Centralized Services administration of district services to coordinate Parent Institutes and parent involvement activities. CUSD administrative staff will coordinate parent involvement activities to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs, including home visits, phone contact, and staff-parent conferences.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	0.10 Certificated Administrator, Centralized Services 1000-1999: Certificated Personnel Salaries Supplemental \$13,021 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$2,505
Purchase Parent Involvement Supplies to support Parent Institutes and parent involvement activities	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Materials and Supplies, Full day conference 4000-4999: Books And Supplies Supplemental \$8,000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Staffing to support parent institute activities to recruit parents of low income, ELL, RFEP, Migrant, Special Education and Foster youth	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Special Education</u>	Extra duty Certificated stipend to support parent institute activities; Title One Funding 1000-1999: Certificated Personnel Salaries Title I \$1,000 Certificated Benefits; Title One Funding 3000-3999: Employee Benefits Title I \$300

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	CUSD will increase parent participation by 10% at each school site Parent Institute. 100% of CUSD school sites will have offered a 3-day Parent Institute on each site campus. CUSD will offered a 1-day Parent Institute Saturday conference.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing to support Centralized Services administration of district services to coordinate Parent Institutes and parent involvement activities. CUSD administrative staff will coordinate parent involvement activities to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs, including home visits, phone contact, and staff-parent conferences.	LEA_wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	0.10 Certificated Administrator, Centralized Services 1000-1999: Certificated Personnel Salaries Supplemental \$13,021 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$2,505
Purchase Parent Involvement Supplies to support Parent Institutes and parent involvement activities	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Materials and supplies, Full day conference 4000-4999: Books And Supplies Supplemental \$8,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Staffing to support parent institute activities to recruit parents of low income, ELL, RFEP, Migrant, Special Education and Foster youth	LEA-wide	_ 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrant, Special Education</u>	Extra duty Certificated stipend to support parent institute activities; Title One Funding 1000-1999: Certificated Personnel Salaries Title I \$1,000 <hr/> Certificated Benefits; Title One Funding 3000-3999: Employee Benefits Title I \$300

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>By 2016-2017, Calipatria USD students will demonstrate grade level mastery as evidenced by an annual 5% increase in students scoring Proficient or Above on Local Benchmark in English Language Arts.</p> <p>By 2016-2017, Calipatria USD students will demonstrate grade level achievement as evidenced by meeting state ELA performance targets on grade level state assessment exams. (Goal will be adjusted as state targets are established.)</p> <p>By 2016-2017, Calipatria USD graduates will have demonstrated readiness for college as evidenced by an annual 10% increase in students meeting UC/CSU coursework entrance requirements with a "C" or better.</p> <p>By 2016-2017, Calipatria USD graduates will have demonstrated readiness for college level English courses as evidenced by an annual 5% increase in student Accuplacer performance.</p> <p>By 2016-2017, Calipatria USD will meet Title One Academic Achievement targets as evidenced by 100% of school sites exiting Program Improvement status.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups: All students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>CUSD will establish baseline performance indicators for Local Benchmarks in English Language Arts aligned to the California Common Core State Standards.</p> <p>49% of graduates will meet UC/CSU coursework entrance requirement with a "C" or better.</p> <p>36% of seniors will demonstrate readiness for English 101-college level English course on Accuplacer performance.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>CUSD established an ELA performance baseline of Proficient or better (70% or higher) on the 4th Quarter ELA curriculum-embedded benchmark exam. Data will be available to review Fall, 2015.</p> <p>Approximately thirty-one percent (31.4%) of 2012-2013 graduates meet UC/CSU coursework entrance requirements with a "C" or better. This was a 7.6% decrease from 11-12 baseline data, falling short of the 10% annual increase target. Approximately thirty-six percent (35.8%) of 2013-2014 graduates meet UC/CSU coursework entrance requirements with a "C" or better. This was a 4.4% increase from prior year, falling short of the 10% annual increase target.</p> <p>Females showed the following results from 11-12 baseline data to 13-14 57.6% to 35.9% to 45.0% Did not meet 10% increase</p> <p>Males showed the following results from 11-12 baseline data to 13-14 25% to 27.7% to 30.3% Did not meet 10% increase</p>

Eight of 52 students or 15.3% of seniors demonstrated readiness for English 101-college level English course on Spring 2014 Accuplacer performance. This is more than 20% below the target and did not meet the 5% annual increase.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>Staffing to support class size reduction in core courses, counseling services for Low income, ELL, RFEP and Foster youth</p> <p>CUSD will be offering extended learning opportunities on each campus to support achievement of grade level standards, improvement on state assessments, and career and college readiness.</p> <p>CUSD students in grades 5-12 will receive counseling and guidance services to understand the UC/CSU coursework entrance requirements.</p>	2.0 FTE, Certificated Instructional staff, Class size reduction, BYMS and CHS 1000-1999: Certificated Personnel Salaries Base \$122,224	<p>1.0 FTE, CHS, English 9 1.0 FTE, BYMS, Gr 5 .58 FTE, BYMS, Counselor .51 FTE or 3 periods of assignment, BYMS .17 FTE or 1 period of assignment, CHS</p>	2.0 FTE Certificated Instructional staff 1000-1999: Certificated Personnel Salaries Base \$129,277
	0.58 FTE Certificated Counselor, BYMS 1000-1999: Certificated Personnel Salaries Supplemental \$57,250		.58 FTE Certificated Counselor 1000-1999: Certificated Personnel Salaries Supplemental \$60,398
	0.51 FTE, Certificated Instructional staff, extra period assignments, BYMS 1000-1999: Certificated Personnel Salaries Supplemental \$34,632		.51 FTE Certificated Instructional staff, extra period assignments, BYMS 1000-1999: Certificated Personnel Salaries Supplemental \$37,647
	0.17 FTE, Certificated Instructional staff, extra period assignment, CHS 1000-1999: Certificated Personnel Salaries Supplemental \$9,634		.17 FTE Certificated Instructional staff, extra period assignment, CHS 1000-1999: Certificated Personnel Salaries Supplemental \$10,500
	Certificated Benefits 3000-3999: Employee Benefits Base \$29,115		Certificated Benefits for 2 FTE Staff 3000-3999: Employee Benefits Base \$30,598
	Certificated Benefits 3000-3999: Employee Benefits Supplemental \$17,929		Certificated Benefits for 2 FTE Certificated Positions 3000-3999: Employee Benefits Base \$30,598
			Certificated Benefits for Extra Duty Certificated Positions and .58 FTE Counselor 3000-3999: Employee Benefits Supplemental \$18,613
<p>Scope of Service: School-wide, BYMS and CHS</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service: School-wide, BYMS and CHS</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Instructional Materials and Supplies to support classroom activities</p>	<p>Supplemental ELA instructional materials, \$500 per school site 4000-4999: Books And Supplies Supplemental \$2,000</p>	<p>Purchase of supplemental materials to support classroom activities to increase ELA student performance and address California Common Core Standards.</p>	<p>Supplemental ELA instructional materials, \$500 per school site 4000-4999: Books And Supplies Supplemental \$2,000</p>
<p>Scope of Service School-wide, All sites</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service School-wide, All sites</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Professional Development to support classroom instruction</p> <p>CUSD instructional staff will be prepared to deliver a high quality English Language Arts instructional program aligned to the California Common Core State Standards.</p>	<p>Travel and Conference, \$250 per school site 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p>	<p>Professional development for instructional staff to support the ELA instructional program was offered at GSS, BYMS, and Fremont. Training including activities associated with school wide initiatives in anti-bullying and attendance campaigns.</p>	<p>Travel and conference 5000-5999: Services And Other Operating Expenditures Supplemental \$618</p>
<p>Scope of Service School-wide, All sites</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English 		<p>Scope of Service School-wide, All sites</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient 	

<p>proficient _ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>Non-Capitalized Equipment/Technology to enhance access to technology in computer labs and classrooms and support assessment of student academic performance</p> <p>CUSD will be utilizing technology to demonstrate grade level mastery in the classroom and on state assessments.</p>	<p>Computer equipment/upgrades 4000-4999: Books And Supplies Concentration \$11,000</p>	<p>Purchases include: GSS-classroom LCD televisions, computers FPS-computers CHS-computers, printers</p>	<p>Non-Capitalized Equipment/Technology to enhance access to technology in computer labs and classrooms 5000-5999: Services And Other Operating Expenditures Concentration \$10,528</p>
<p>Scope of Service School-wide, GSS, FPS, CHS</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide, GSS, FPS, CHS</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>After school Instructional Staffing support for Low-income, ELL, RFEP and Foster Youth</p>	<p>Extra duty after school Certificated instructional support; ASES Funding 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$9,000</p> <p>Certificated Benefits; ASES Funding 3000-3999: Employee Benefits After School Education and Safety (ASES) \$2,400</p>	<p>GSS, FPS, and BYMS offered ASES program throughout the school year.</p>	<p>Certificated instructional support via extra duty assignments 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) \$9,000</p> <p>Certificated Benefits; ASES Funding 3000-3999: Employee Benefits After School Education and Safety (ASES) \$2,400</p>
<p>Scope of Service School-wide, FPS, GSS, BYMS</p>		<p>Scope of Service School-wide, FPS, GSS, BYMS</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Supplemental materials for after school instructional support for Low-income, ELL, RFEP and Foster Youth</p>	<p>Supplemental materials and supplies; ASES Funding 4000-4999: Books And Supplies After School Education and Safety (ASES) \$2,000</p>	<p>Supplemental materials for after school instructional support for Low-income, ELL, RFEP and Foster Youth.</p>	<p>Various supplemental materials for ASES instructional support 4000-4999: Books And Supplies After School Education and Safety (ASES) \$2,000</p>
<p>Scope of Service School-wide, FPS, GSS, BYMS</p>		<p>Scope of Service School-wide, FPS, GSS, BYMS</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Professional consulting and operating expenditures for academic vocabulary development for Low-income and ELL students</p>	<p>Annual service contract for academic vocabulary instructional initiative; Title One Funding 5000-5999: Services And Other Operating Expenditures Title I \$2,000</p>	<p>Purchase of annual service contract for English in a Flash, Acquisition of Read Naturally, annual service contract for Scholastic Readers was completed however under different object code. Charged to 4000-4999.</p>	<p>Annual service contracts 4000-4999: Books And Supplies Title I \$1,590</p>
<p>Scope of Service School-wide, GSS and FPS</p>		<p>Scope of Service School-wide, GSS and FPS</p>	
<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p>		<p><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</p>	

<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education, Migrant</u>		<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education, Migrant</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Target goals were decreased to a 5% annual increase to account for significant increase/decrease in class size. Sites will need to ensure expenditures closely align to target goals. Some purchases may not have provided the most effective use of funds, such as a supplemental supply purchases.		

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

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

<p>Original GOAL 2 from prior year LCAP:</p>	<p>By 2016-2017, Calipatria USD students will demonstrate grade level mastery as evidenced by an annual 5% increase in students scoring Proficient or Above on Local Benchmark in Mathematics.</p> <p>By 2016-2017, Calipatria USD students will demonstrate grade level achievement as evidenced by meeting state Math performance targets on grade level state assessment exams. (Goal will be adjusted as state targets are established.)</p> <p>By 2016-2017, Calipatria USD graduates will have demonstrated readiness for college as evidenced by an annual 10% increase in students meeting UC/CSU coursework entrance requirements with a "C" or better.</p> <p>By 2016-2017, Calipatria USD graduates will have demonstrated readiness for college level Math courses as evidenced by an annual 5% increase in student Accuplacer performance.</p> <p>By 2016-2017, Calipatria USD will meet Title One Academic Achievement targets as evidenced by 100% of school sites exiting Program Improvement status.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
<p>Goal Applies to: Schools: All</p> <p>Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>CUSD will establish baseline performance indicators for Local Benchmarks in Mathematics aligned to the California Common Core State Standards.</p> <p>49% of graduates will meet UC/CSU coursework entrance requirement with a "C" or better.</p> <p>5% of seniors will demonstrate readiness for math 110 or higher on Accuplacer performance.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>CUSD established an Math performance baseline of Proficient or better (70% or higher) on the 4th Quarter math curriculum-embedded benchmark exam. Data will be available to review Fall, 2015.</p> <p>Approximately thirty-one percent (31.4%) of 2012-2013 graduates meet UC/CSU coursework entrance requirements with a "C" or better. This was a 7.6% decrease from 11-12 baseline data, falling short of the 10% annual increase target. Approximately thirty-six percent (35.8%) of 2013-2014 graduates meet UC/CSU coursework entrance requirements with a "C" or better. This was a 4.4% increase from prior year, falling short of the 10% annual increase target.</p> <p>Females showed the following results from 11-12 baseline data to 13-14 57.6% to 35.9% to 45.0% Did not meet 10% increase</p> <p>Males showed the following results from 11-12 baseline data to 13-14 25% to 27.7% to 30.3% Did not meet 10% increase</p>

	<p>Non of the 52 students or 0.0% of seniors demonstrated readiness for Math 110 or higher on Spring 2014 Accuplacer performance. This is the same performance as previous year and did not meet the 5% annual increase.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Staffing to support class size reduction in core courses and counseling services to support low income, ELL, RFEP, and foster youth</p> <p>CUSD will be offering extended learning opportunities on each campus to support achievement of grade level standards, improvement on state assessments, and career and college readiness.</p> <p>CUSD students in grades 5-12 will receive counseling and guidance services to understand the UC/CSU coursework entrance requirements.</p>	<p>2.0 FTE, Certificated Instructional staff, Class size reduction, BYMS and CHS 1000-1999: Certificated Personnel Salaries Base \$114,983</p> <p>0.40 FTE Certificated counselor, CHS 1000-1999: Certificated Personnel Salaries Concentration \$38,783</p> <p>Certificated Benefits 3000-3999: Employee Benefits Base \$30,369</p> <p>Certificated Benefits 3000-3999: Employee Benefits Concentration \$8,929</p>	<p>1.0 FTE, CHS, Math 1.0 FTE, BYMS, Math .40 FTE, CHS, Counselor</p>	<p>2.0 FTE, Certificated Instructional Staff 1000-1999: Certificated Personnel Salaries Base \$122,007</p> <p>0.40 FTE Certificated Counselor, CHS 1000-1999: Certificated Personnel Salaries Concentration \$40,916</p> <p>Certificated Benefits for Instructional staff 3000-3999: Employee Benefits Base \$31,844</p> <p>Certificated Benefits for Counseling staff 3000-3999: Employee Benefits Concentration \$9,380</p>
<p>Scope of Service: School-wide, BYMS and CHS</p> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School-wide, BYMS and CHS</p> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
Purchase of board approved and state	Board approved and state adopted	FPS purchased state adopted math	Purchase of adopted math

<p>adopted instructional materials for all students and supplemental math instructional materials to support math intervention</p>	<p>instructional materials, FPS, BYMS and CHS, \$1000 per site 4000-4999: Books And Supplies Supplemental \$3,000</p> <p>Supplemental math instructional materials, \$500 per school site 4000-4999: Books And Supplies Supplemental \$2,000</p>	<p>instructional materials.</p> <p>Supplemental math materials were purchased by each site</p>	<p>instructional materials 4000-4999: Books And Supplies Supplemental \$3,000</p> <p>Supplemental math instructional materials 4000-4999: Books And Supplies Supplemental \$2000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Professional Development to attend math workshops</p> <p>CUSD instructional staff will be prepared to deliver a high quality mathematics instructional program aligned to the California Common Core State Standards.</p>	<p>Travel and Conference, District 5000-5999: Services And Other Operating Expenditures Concentration \$450</p>	<p>District provided workshop on Productive Group Work with an ELA focus not math</p>	<p>Professional Development training provided by ICOE 5000-5999: Services And Other Operating Expenditures Concentration \$375</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>After school Instructional Staffing support for Low-income, ELL, RFEP and Foster youth</p>	<p>Extra duty after school Certificated instructional support: Migrant Education Funding 1000-1999: Certificated Personnel Salaries Migrant Education \$3,000</p> <p>Certificated Benefits; Migrant Education Funding 3000-3999: Employee Benefits Migrant Education \$900</p>	<p>After school tutorial support was offered at Fremont, BYMS, and CHS.</p>	<p>Extra duty after school certificated instructional support; Migrant Education 1000-1999: Certificated Personnel Salaries Migrant Education \$3,000</p> <p>Certificated Benefits; Migrant Education 3000-3999: Employee Benefits Migrant Education \$900</p>
<p>Scope of Service School-wide, BYMS and CHS</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Migrant Education</p>		<p>Scope of Service Schoolwide, BYMS, CHS, FPS</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Migrant Education</p>	
<p>Supplemental materials for after school instructional support for Low-income, ELL, RFEP and Foster Youth</p>	<p>Supplemental Materials; Title One Funding 4000-4999: Books And Supplies Title I \$1,200</p>	<p>Purchased supplemental materials for after school activities</p>	<p>Supplemental materials 4000-4999: Books And Supplies Title I \$1,200</p>
<p>Scope of Service School-wide, BYMS and CHS</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to</p>	<p>Target goals were decreased to a 5% annual increase to account for significant increase/decrease in class size. Sites will need to ensure expenditures closely align to target goals. Some purchases may not have provided the most effective use of funds to achieve math goal, such as a professional development with an ELA focus.</p>		

goals?

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

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

<p>Original GOAL 3 from prior year LCAP:</p>	<p>By 2016-2017, Calipatria USD students identified as English Language Learners will demonstrate grade level mastery as evidenced by an annual 5% increase in students scoring Proficient or Above on Local Benchmark in English Language Arts.</p> <p>By 2016-2017, Calipatria USD students identified as English Language Learners will demonstrate grade level achievement as evidenced by meeting state ELA performance targets on grade level state assessment exams. (Goal will be adjusted as state targets are established.)</p> <p>By 2016-2017, Calipatria USD students identified as English Language Learners will demonstrate fluency mastery as evidenced by meeting AMAO 1 and AMAO 2 targets on the CELDT.</p> <p>By 2016-2017, Calipatria USD will exit Title III Program Improvement status as evidenced by meeting AMAO targets.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups: English Language Learners at all district sites</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>CUSD will have established baseline performance indicators for Local Benchmarks in English Language Arts aligned to the California Common Core State Standards.</p> <p>CUSD will have established baseline performance indicators for Local Benchmarks in English Language Development aligned to the California Common Core State Standards.</p> <p>CUSD will have met AMAO 1 and AMAO 2 fluency targets on the CELDT.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>CUSD established an ELA performance baseline of Proficient or better (70% or higher) on the 4th Quarter ELA curriculum-embedded benchmark exam. Data will be available to review Fall, 2015.</p> <p>CUSD did not establish the performance indicators for local benchmarks in English Language Development aligned to the California Common Core State Standards.</p> <p>CUSD meet AMAO 1 and AMAO 2 fluency targets on the CELDT.</p> <p>CUSD did not exit Title III Program Improvement due to AMAO 3.</p>
<p>LCAP Year: 2014-15</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>
<p>Staffing to support ELD courses for students in grades 6-12.</p>	<p>1.0 FTE, Certificated staff to provide self-contained ELD, CHS and BYMS 1000-1999: Certificated Personnel</p>	<p>1.0 FTE, Certificated staff to provide self-contained ELD, CHS, BYMS</p>	<p>1.0 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Base \$46,530</p>

<p>CUSD will be offering extended learning opportunities on each campus to support achievement of grade level standards, improvement on state assessments, and career and college readiness.</p>	<p>Salaries Base \$50,000 Certificated Benefits 3000-3999: Employee Benefits Base \$9,000</p>		<p>Certificated Benefits 3000-3999: Employee Benefits Base \$11,314</p>
<p>Scope of Service School-wide, BYMS and CHS</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide, BYMS and CHS</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Staffing for ELL instructional support to the classroom</p>	<p>4 Classified staff to provide instructional support to the classroom for ELL students 2000-2999: Classified Personnel Salaries Supplemental \$58,127 Classified Benefits 3000-3999: Employee Benefits Supplemental \$12,818</p>	<p>4 Classified staff to support ELL instruction</p>	<p>4 Classified Staff to provided instructional support to the classroom 2000-2999: Classified Personnel Salaries Supplemental \$61,985 Classified Benefits 3000-3999: Employee Benefits Supplemental \$13,886</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Staffing for ELL instructional support to the classroom</p>	<p>2 Classified staff to provide</p>	<p>2 Classified staff to support instructional support to the classroom, GSS, FPS</p>	<p>2 Classified staff 2000-2999:</p>

	instructional support to the classroom for ELL students; Title III Funding 2000-2999: Classified Personnel Salaries Title III \$20,000 Classified Benefits; Title III Funding 3000-3999: Employee Benefits Title III \$4,000		Classified Personnel Salaries Title III \$15,496 Classified Benefits 3000-3999: Employee Benefits Title III \$3,417								
<table border="1"> <tr> <td data-bbox="96 365 241 440">Scope of Service</td> <td data-bbox="241 365 569 440">School-wide, GSS and FPS</td> </tr> <tr> <td colspan="2" data-bbox="96 440 569 751"> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	School-wide, GSS and FPS	_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 365 1176 440">Scope of Service</td> <td data-bbox="1176 365 1514 440">School-wide, GSS and FPS</td> </tr> <tr> <td colspan="2" data-bbox="1031 440 1514 751"> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	School-wide, GSS and FPS	_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service	School-wide, GSS and FPS										
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
Scope of Service	School-wide, GSS and FPS										
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> 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?	Target goals for ELD continue to need to be defined as CUSD establishes district benchmark exams in ELD during the next school year.										

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

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Original GOAL 4 from prior year LCAP:	By 2016-2017, Calipatria USD will have 100% of sufficient instructional materials for all students aligned to the California Common Core State Standards in English Language Arts/English Language Development and Mathematics. By 2016-2017, 100% of Calipatria USD instructional staff will have completed 30 hours of professional development to support successful implementation and delivery of adopted California Common Core State Standards-aligned curriculum as evidence by training logs.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 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:	CUSD will have 100% of sufficient instructional materials in mathematics for all students.	Actual Annual Measurable Outcomes:	In the process of mathematics adoption, CUSD approved, adopted, and purchased mathematics materials for all students in Grades Tk-8. Secondary Grades 9-12 held off on purchase of materials pending further review of Integrated math series.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase of board approved and state adopted instructional materials for all students CUSD will have adopted a K-8 district/state-approved and a 9-12 district approved mathematics instructional materials.	State adopted and board approved instructional materials-Mathematics: Common Core Materials Funding 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$30,000 State adopted and board approved instructional materials-Mathematics 4000-4999: Books And Supplies Supplemental \$4,000 State adopted and board approved instructional materials-ELA 4000-4999: Books And Supplies Supplemental \$4,000	Acquisition of MacMillan-McGraw Hill instructional materials aligned to the California Common Core State Standards for Grades TK-8 Purchase of ELA and math materials for use in the 14-15 school year	Purchase of Core Math 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$150,226 Math materials 4000-4999: Books And Supplies Supplemental \$4,000 ELA materials 4000-4999: Books And Supplies Supplemental \$4,000
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Professional development to support instructional training to serve ELL students	Travel and conference; Title One funding 5000-5999: Services And Other Operating Expenditures Title I \$800	Professional development was completed in STEM and AP areas to provide access for ELL students.	Travel and conference; Title One funding 5000-5999: Services And Other Operating Expenditures Title I \$1,908				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA-wide		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	CUSD postponed adoption of 9-12 mathematics core instructional materials. Priority will be to complete the adoption in 15-16. Sites will need to ensure expenditures closely align to target goals.						

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

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

Original GOAL 5 from prior year LCAP:	By 2016-2017, Calipatria USD will exit CMIS as evidence by 100% of all teaching staff meeting highly qualified status. By 2016-2017, Calipatria USD will support the retention of a highly qualified teaching force as evidenced by a 3% decrease in teachers with less than 2 years experience.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	CUSD will have 2 of 4 sites meeting 100% highly qualified status. CUSD will achieve a retention improvement rate as indicated by 11.5% of teachers with less than 2 years of teaching experience in the district.	Actual Annual Measurable Outcomes:	For the 2014-2015 school year, CUSD had 3 sites with 100% NCLB compliance and only CHS with an 86.8% NCLB compliance. The overall status for the district was 95.3%. The district surpassed the goal of 2 of 4 sites. CUSD successfully achieved a decrease in the teaching experience rate below the 11.5% target from the 12-13 school year to the 13-14 school year. Data is not available for 2014-2015.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Materials and supplies to promote teacher retention campaigns across district sites.	Materials and supplies 4000-4999: Books And Supplies Supplemental \$350 Materials and supplies; Title II Teacher Quality Funding 4000-4999: Books And Supplies Title II \$350	Motivational materials were purchased to promote teacher retention.	Materials and supplies 4000-4999: Books And Supplies Supplemental \$326 Materials and supplies 4000-4999: Books And Supplies Title II \$348
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Professional Development to support instructional training for beginning teachers to serve ELL, Low-income, RFEP and Foster Youth	Extra duty stipends for mentor staff; 1000-1999: Certificated Personnel Salaries Base \$4,000 Certificated Benefits 3000-3999: Employee Benefits Base \$600	Extra duty stipend to support mentors for beginning teachers, 5 staff	Extra duty stipend for support providers 1000-1999: Certificated Personnel Salaries Base \$5,000 Certificated Benefits 3000-3999: Employee Benefits Base \$655
Scope of Service: LEA-wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue support for teachers new to the district and promote overall district goals of teacher retention.		

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

Original GOAL 6 from prior year LCAP:	By 2016-2017, Calipatria USD will adopt a course of study for grades 1-6, 7-8, and 9-12 as per Ed Code 51210 and 51220 respectively as evidenced by master schedules and instructional minutes reporting.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	CUSD will adopt a course of study as per Ed Code 51210 and 51220 for Bill Young Middle School. CUSD will adopt a course of study as per Ed Code 51210 for Fremont Primary and Grace Smith.	Actual Annual Measurable Outcomes:	CUSD reviewed course of study for all sites. No action taken to change board policy.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Staffing to support Visual and Performing Arts courses at BYMS and CHS	1.0 FTE, Certificated Instructor, Band, BYMS and CHS 1000-1999: Certificated Personnel Salaries Supplemental \$39,728 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$9,951	1.0 FTE, Certificated Instructor, Band	1.0 FTE, Certificated Instructor 1000-1999: Certificated Personnel Salaries Supplemental \$41,894 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$10,498
Scope of Service	School-wide, CHS and BYMS	Scope of Service	School-wide, CHS and BYMS
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	CUSD will continue to review course of study outcomes as it relates to revised California frameworks.		

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Original GOAL 7 from prior year LCAP:	By 2016-2017, Calipatria USD will provide a targeted after-school instructional program on each site campus as evidenced by program schedule and student participation logs. BY 2016-2017, 100% of Calipatria USD students participating in the targeted after-school instructional program will report an annual 10% increase in school connectedness as evidence by a pre and post program survey.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	100% of CUSD targeted after school program participants will report a 10% increase in school connectedness as evidenced by a pre and post program survey.	Actual Annual Measurable Outcomes:	Not measured due to limited participation by sites.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Staffing to establish a district-wide after school instructional program CUSD will have an established a targeted after school program on each site campus to support and enrich student engagement on the campus.	4 extra-duty assignments for after school certificated tutors, 32 weeks x 4 hrs per week = 123 hours of service, 1 at each site 1000-1999: Certificated Personnel Salaries Concentration \$12,800 Certificated Benefits 3000-3999: Employee Benefits Concentration \$1,738	Due to additional funding resources, all 4 sites did not implement this targeted service for the 14-15 school year.	
Scope of Service: LEA-wide _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient		Scope of Service: LEA-wide _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	

<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education, Migrant</u>		<u>Special Education, Migrant</u>					
Instructional materials to support after school instructional program	Supplemental Instructional materials, \$250 per site 4000-4999: Books And Supplies Concentration \$1,000	Supplemental instructional materials to support after school instructional program	Supplemental instructional materials 4000-4999: Books And Supplies Concentration \$1,000				
<table border="0"> <tr> <td style="border: 1px solid black; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr/> _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education, Migrant</u>	Scope of Service	LEA-wide		<table border="0"> <tr> <td style="border: 1px solid black; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr/> _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education, Migrant</u>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
Transportation services to support educational fieldtrip(s) for after school instructional program participants and low income, ELL, RFEP, and foster youth. CUSD will provide 1 fieldtrip per school site to support after school targeted program.	Student Transportation costs for fieldtrip, \$1000 per site 5700-5799: Transfers Of Direct Costs Concentration \$4,000	Student transportation services to support educational field trips on each site	Student transportation 5700-5799: Transfers Of Direct Costs Concentration \$4,124				
<table border="0"> <tr> <td style="border: 1px solid black; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	LEA-wide		<table border="0"> <tr> <td style="border: 1px solid black; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
Parent involvement supplies to promote home to school connections	Parent involvement supplies; Title	Parent involvement supplies to promote school connectedness	Parent involvement supplies; Title I				

for low-income, ELL, RFEP and foster youth participating in targeted after-school instructional program	One Funding 4000-4999: Books And Supplies Title I \$800		Funding 4000-4999: Books And Supplies Title I \$829				
<table border="1"> <tr> <td data-bbox="100 232 237 305">Scope of Service</td> <td data-bbox="247 232 562 305">LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td data-bbox="1035 232 1182 305">Scope of Service</td> <td data-bbox="1192 232 1507 305">LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Special education, Migrant Education</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education, Migrant Education</p>					
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue allocation of instructional support funds however each site will evaluate and request revision if other funding resources are able to cover instructional support cost. Increase transportation funding for each site to support 2 buses per school site.						

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

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Original GOAL 8 from prior year LCAP:	By 2016-2017, Calipatria USD will improve student attendance to school as evidenced by a 4% annual decrease in student truancy at each school site. By 2016-2017, Calipatria USD will improve student attendance to school as evidenced by a 4% annual decrease in chronic attendance at each school site. by 2016-2017, Calipatria USD will improve cohort graduation rates to an annual target of 95% for all students and subgroups.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	100% of CUSD school sites will reach their respective decrease in truancy: Fremont 15.56 Grace Smith 11.32 BYMS 21.78 CHS 33.30 100% of CUSD school sites will reach their respective decrease in chronic attendance: Fremont 5.9 Grace Smith 19.7 BYMS 20.3 CHS 20.2 Calipatria USD will have met cohort graduation rate of 95% for all students and English Language Learners Subgroup.	Actual Annual Measurable Outcomes:	Two of four school sites achieved a 4% decrease in the 2013-2014 truancy target, BYMS and CHS. The overall performance for CUSD fell 3.37%, falling short of the 4% target decrease. CUSD did not achieve the 95% target in cohort graduation rates for all students nor for any subgroup. Students identified as eligible for Migrant Education was the only group to reach 90%. Chronic attendance data to be calculated.
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Staffing to support Centralized Services administration of district services of an attendance motivational program	0.10 FTE, Certificated Administrator, Centralized Services 1000-1999: Certificated Personnel Salaries Supplemental \$11,864	0.10 FTE, Certificated Administrator, Centralized Services	0.10 FTE, Certificated Administrator 1000-1999: Certificated Personnel Salaries Supplemental \$13,021
CUSD site administrators and site attendance staff will complete monthly truancy notifications to parents.	Certificated Benefits 3000-3999: Employee Benefits Supplemental \$2,703		Certificated Benefits 3000-3999: Employee Benefits Supplemental \$2,291
CUSD report truancy notifications to			

<p>CUSD School Board.</p> <p>CUSD will have a established and functioning district SARB.</p> <p>CUSD will have completed an Attendance Improvement Campaign to decrease truancy and chronic attendance patterns.</p> <p>CUSD will have quarterly reporting to the CUSD School Board and Superintendent on students at-risks for promotions and the specific activities completed and/or planned to increase student achievement and increase cohort promotion rates.</p>			
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Materials and supplies to support attendance motivational program</p> <p>CUSD school site staff will have provided 3 AERIES student and parent portal trainings on each school site to support regular attendance to school and achievement in school.</p>	<p>Parent involvement supplies 4000-4999: Books And Supplies Supplemental \$500</p>	<p>AERIES trainings were provided on 2 of 4 school sites. Supplemental supplies were purchased to promote attendance at each site.</p>	<p>Supplemental supplies to promote attendance. 4000-4999: Books And Supplies Supplemental \$476</p>

<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Professional Consulting and Operating Expenditures to support annual service and maintenance contracts to monitor, evaluate, and report student academic achievement targets</p> <p>CUSD will have evaluated and selected a phone messaging system to inform parents on daily attendance.</p>	<p>Annual service contracts for districtwide instructional initiatives to promote student academic achievement 5000-5999: Services And Other Operating Expenditures Supplemental \$35,500</p>	<p>Annual service contracts for various districtwide initiatives. Some savings were noted due to Microsoft eligible reimbursable products.</p> <p>Eagle Software Renaissance Learning LACOE-MultiMedia Document Tracking Services HMH-Datadirector</p>	<p>Annual service contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$22,314</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Parent involvement supplies to support home to school communication to address truancy and chronic attendance issues for Low income, ELL and Foster youth</p>	<p>Parent involvement materials and supplies 4000-4999: Books And Supplies Base \$500</p> <p>Parent involvement materials and supplies; Title III Funding 4000-4999: Books And Supplies Title III \$500</p>	<p>Parent involvement supplies to promote home to school communication</p>	<p>Supplies 4000-4999: Books And Supplies Base \$500</p> <p>Parent involvement supplies 4000-4999: Books And Supplies Title III \$517</p>

Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue focus on improving attendance. Revise plan should additional funding be available, such as Microsoft, to capture some of the costs.		

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

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

Original GOAL 9 from prior year LCAP:	By 2016-2017, Calipatria USD will provide a Parent Institute on each school campus to support implementation of California Common Core State Standards and increase parent involvement annually by 10% at each school site as evidenced through participation logs to Parent Institute.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All ----- Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	100% of CUSD school sites will have offered a 3-day Parent Institute on each site campus. CUSD will establish site Parent Institute baseline participation data.	Actual Annual Measurable Outcomes:	50% of school sites were offered a 3-day Parent Institute. Baseline data for sites with an event was calculated.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Staffing to support Centralized Services administration of district services to coordinate Parent Institutes CUSD will have 2 staff training days to establish goals and objectives for Parent Institute.	Budgeted Expenditures 0.10 FTE, Certificated Administrator, Centralized Services 1000-1999: Certificated Personnel Salaries Supplemental \$11,864 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$2,703	0.10 Certificated Administrator, Centralized Services	Estimated Actual Annual Expenditures 0.10 Certificated Administrator 1000-1999: Certificated Personnel Salaries Supplemental \$13,201 Certificated Benefits 3000-3999: Employee Benefits Supplemental \$2,291
Scope of Service: LEA-wide <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		Scope of Service: LEA-wide <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Parent Involvement supplies to support Parent Institutes	Materials and supplies 4000-4999: Books And Supplies Supplemental \$1,500	Materials and supplies were purchased to promote Parent Institutes	Materials and supplies 4000-4999: Books And Supplies Supplemental \$635
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Extra duty staffing to support parent institute activities to recruit parents of low income, ELL, RFEP and foster youth	Extra duty Certificated stipends to support parent institute activities; Title One Funding 1000-1999: Certificated Personnel Salaries Title I \$1,000 Certificated benefits; Title One Funding 3000-3999: Employee Benefits Title I \$300	Service not provided.	
Scope of Service LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Ed, Migrant		Scope of Service _ 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	CUSD must calendar 15-16 Parent Institute dates in August. Continue to set aside funds to support instructional staff to provide support to parents.		

past progress and/or changes to goals?	
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$1,723,934</u>
<p>Calipatria Unified School District has an estimated LCFF Target Supplemental and Concentration Grant funding at full state implementation of \$2.81million. However with the Gap funding rate of 53.08%, the district's current year estimated supplemental and concentration grant funding in the 2015-2016 LCAP year is \$1,723,934. Through the collaborative process in the development of the LCAP, the Calipatria Unified School District will provide a focused approach to increase student achievement for all students. A review of successful past practices highlighted the need to continue to support programs and services which have demonstrated success for our students. Moreover, all-students must have access to state adopted instructional materials aligned to state standards. Along with textbooks, the district must support highly qualified staff who can successfully deliver high quality instruction in the classroom. The importance of a positive learning environment with multiple opportunities for engaged learning, supports the decision to maintain reasonable class sizes across the district. In addition, the Calipatria USD continues to have the need to build upon the relationships established with our students, parents, and our community. Expanding on opportunities to engage all invested members of our district will further enhance the achievement of our students. With an unduplicated FRPM/EL/Foster youth student count of 82.16%, the Calipatria USD will utilize the LCAP Supplemental and Concentration grant monies to address the priorities, services and programs to increase achievement for all students both LEA-wide and school-wide. Furthermore, the Calipatria Unified School District has also highlighted the importance of the following activities in the LCAP to support the academic achievement of low income, foster youth and English Language Learners: counseling services, class size reduction in core academic classes, instructional supports to the classroom, after school instructional program services, increasing access to technology to promote academic achievement, professional development for staff, and increasing parent involvement. The Calipatria Unified School District has outlined the most reasonable and effective use of funds to meet the district's goals for all students and continue to improve the academic achievement of all students of the Calipatria Unified School District.</p>	

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.

19.3	%
4	

The Calipatria Unified School District highlighted the importance of the following activities in the LCAP to support the academic achievement of low income, foster youth and English Language Learners: counseling services, class size reduction in core academic classes, instructional supports to the classroom, after school instructional program services, increasing access to technology to promote academic achievement, professional development for staff, and increasing parent involvement. The estimated 2014-2015 Minimum Proportionality Percentage (MPP) was 14.56%. Prior year EIA expenditures were calculated at \$293,257. The actual Supplemental and Concentration expenditures in the 2014-2015 school year are \$391,299, exceeding the MPP. The district has outlined the services in the current LCAP to exceed the 2015-2016 MPP of 19.34% however adjustments may be made should final expenditures for 14/15 require adjustments to the LCAP services to successfully meet the requirements of 5 CCR 15496.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
1000-1999: Certificated Personnel Salaries	Supplemental	164,972.00	176,661.00	176,481.00	176,481.00	176,481.00	529,443.00
1000-1999: Certificated Personnel Salaries	Title I	1,000.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
2000-2999: Classified Personnel Salaries	Supplemental	58,127.00	61,985.00	61,985.00	51,985.00	61,985.00	175,955.00
2000-2999: Classified Personnel Salaries	Title III	20,000.00	15,496.00	15,000.00	15,000.00	15,000.00	45,000.00
3000-3999: Employee Benefits	After School Education and Safety (ASES)	2,400.00	2,400.00	2,400.00	2,400.00	2,400.00	7,200.00
3000-3999: Employee Benefits	Base	69,084.00	105,009.00	40,198.00	72,042.00	72,042.00	184,282.00
3000-3999: Employee Benefits	Concentration	10,667.00	9,380.00	11,253.00	11,253.00	11,253.00	33,759.00
3000-3999: Employee Benefits	Migrant Education	900.00	900.00	900.00	900.00	900.00	2,700.00
3000-3999: Employee Benefits	Supplemental	46,104.00	47,579.00	48,007.00	48,007.00	48,205.00	144,219.00
3000-3999: Employee Benefits	Title I	300.00	0.00	300.00	300.00	300.00	900.00
3000-3999: Employee Benefits	Title III	4,000.00	3,417.00	3,400.00	3,400.00	3,400.00	10,200.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	6,000.00
4000-4999: Books And Supplies	Base	500.00	500.00	30,500.00	30,500.00	30,500.00	91,500.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	30,000.00	150,226.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Concentration	12,000.00	1,000.00	17,000.00	18,000.00	18,000.00	53,000.00
4000-4999: Books And Supplies	Supplemental	17,350.00	16,437.00	19,500.00	25,500.00	28,500.00	73,500.00
4000-4999: Books And Supplies	Title I	2,000.00	3,619.00	2,000.00	2,000.00	2,000.00	6,000.00
4000-4999: Books And Supplies	Title II	350.00	348.00	500.00	500.00	500.00	1,500.00
4000-4999: Books And Supplies	Title III	500.00	517.00	500.00	500.00	500.00	1,500.00
5000-5999: Services And Other Operating Expenditures	Concentration	450.00	10,903.00	450.00	800.00	800.00	2,050.00
5000-5999: Services And Other Operating Expenditures	Supplemental	36,500.00	618.00	36,500.00	36,500.00	38,500.00	111,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
5000-5999: Services And Other Operating Expenditures	Title I	2,800.00	1,908.00	2,800.00	2,800.00	2,800.00	8,400.00
5700-5799: Transfers Of Direct Costs	Concentration	4,000.00	4,124.00	12,000.00	12,000.00	12,000.00	36,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	22,314.00	0.00	0.00	0.00	0.00

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).