

**User-Friendly “Mini”-LCAP (2014/2015, 2015/2016)**

**Section I: Stakeholder Engagement**

*2013/14 (survey needs, prioritize areas of focus, craft overall plan)*

<b>Groups</b>	<b>Meetings/Process</b>
<b>Parents</b>	Survey, 2 LCAP Committee Meetings, Site Councils, PTC’s
<b>Certificated</b>	Round Table, Survey, LCAP Committee
<b>Classified</b>	Round Table, Survey, LCAP Committee
<b>Admin/Management</b>	Survey, Admin Meetings
<b>Students</b>	Site Focus Group Sessions
<b>Community</b>	Board Meetings (Study Sessions, Public Hearings)
<b>Board</b>	Study Sessions, Meetings

*2014/15---2015/16 (share baseline/comparative data, revised template, fiscal adjustments and overall annual update)*

<b>Groups</b>	<b>Meetings/Process</b>
<b>Parents</b>	LCAP Committee, Site Council, PTC’s
<b>Certificated</b>	Round Table, LCAP Committee (quarterly)
<b>Classified</b>	Round table, LCAP Committee (quarterly)
<b>Admin/Management</b>	Admin Meetings
<b>Students</b>	Site Focus Group Sessions
<b>Community</b>	Board Meetings, Community Meetings
<b>Board</b>	Quarterly Study Sessions, meetings as applicable

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

**State Indicators**

<b>Area</b>	<b>Priorities</b>
Area A: Conditions of Learning	Basic/Williams Act Compliance (#1) Implementation of State Standards (#2) Course Access (#7)
Area B: Pupil Outcomes	Student Achievement---standardized (#4) Student Achievement---local outcomes (#8)
Area C: Engagement	Parental Involvement (#3) Student Engagement (#5) School Climate (#6)

**CUSD LCAP Overview**

<b>Goals</b>  <b>State Area/ Priority Addressed</b>	<b>Areas of Need</b> <b>(annual goals set, outcomes reported out annually)</b>	<b>Annual Update on Progress</b>  <b>Baseline—2014 Comparative--2015</b>
<p>#1) Calaveras Unified School District will effectively address the following areas...</p> <ul style="list-style-type: none"> <li>• Providing basic services and improving overall learning conditions</li> <li>• Facilitating the transition to Common Core State Standards/Smarter Balanced Assessments</li> <li>• Increasing equity of access to courses</li> </ul> <p>Area A—Priorities 1, 2, 7</p>	<ul style="list-style-type: none"> <li>• Remain compliant with the Williams Act (ensuring access to properly credentialed teachers, healthy/safe facilities and standards-based instructional materials)</li> <li>• Create and implement a 5-year Deferred Maintenance Plan</li> <li>• Address facility issues (health/safety a priority)</li> <li>• Increase student access to technology</li> <li>• Increase technology training for staff</li> <li>• Provide instructional curriculum/software</li> <li>• Increase enrollment in AP/Honors classes</li> <li>• Increase enrollment in Career-Tech Education classes</li> <li>• Increase mainstreaming opportunities for Special education students</li> </ul>	<p>3 complaints filed and addressed/being addressed</p> <p>Plan created, \$\$ set aside, starting implementation</p> <p>Improved results in JPA report</p> <p>Done/Ongoing</p> <p>Done/Ongoing</p> <p>MobyMax</p> <p>435 students/15 classes to 314 students/13 classes</p> <p>1137 students to 1114 students</p> <p>78% to 76% students mainstreamed</p>
<p>#2) Calaveras Unified School District will effectively address the following areas...</p> <ul style="list-style-type: none"> <li>• Improving student academic achievement as measured through standardized and local outcomes.</li> </ul> <p>Area B---Priorities 4, 8</p>	<ul style="list-style-type: none"> <li>• Improve our annual Academic Performance Index (API)</li> <li>• Improve our CELDT scores and redesignation rates</li> <li>• Improve our Advanced Placement (AP) exam scores</li> <li>• Improve EAP scores</li> <li>• Improve our UC/CSU Eligibility Rates</li> <li>• Improve our High School exit Exam (HSEE) scores and overall passage rates</li> </ul>	<p>N/A--- frozen/pending</p> <p>Data pending</p> <p>Data pending</p> <p>Data pending</p> <p>31.2% to 27.5%</p> <p>N/A (data flat 13/14-14/15)---</p>

	<ul style="list-style-type: none"> <li>• Decrease the number of students who fall below the promotion/retention benchmarks</li> <li>• Reduce the number of students who receive D's and F's</li> </ul>	<p>now suspended</p> <p>N/A---pending</p> <p>CHS—improved TMS—7<sup>th</sup> increase, 8<sup>th</sup> decrease</p>
<p>#3) Calaveras Unified School District will effectively address the following areas...</p> <ul style="list-style-type: none"> <li>• Increasing parental engagement</li> <li>• Increasing student engagement</li> <li>• Improving school/district climate</li> </ul> <p>Area C---Priorities 3, 5, 6</p>	<ul style="list-style-type: none"> <li>• Increase membership in site-based Parent/Teacher Organizations, School Site Councils, Booster Clubs</li> <li>• Increase communication opportunities between parent groups</li> <li>• Increase opportunities for parents to visit campus, meet with site administration</li> <li>• Increase the Average Daily Attendance percentages (site/district)</li> <li>• Decrease the Truancy Rate (site/district)</li> <li>• Decrease the Chronic Absenteeism Rate</li> <li>• Decrease the drop-out rates/increase graduation rates</li> <li>• Increase the level of student engagement in classrooms</li> <li>• Decrease suspensions/expulsions</li> <li>• Provide a safe and productive learning environment in/out of the classroom</li> <li>• Strategically address the goals/objectives of the CUSD Wellness Policy</li> </ul>	<p>Data pending</p> <p>Annual board meeting</p> <p>Isolated examples</p> <p>93.1% to 93-95% (??)</p> <p>36.51% to _____?</p> <p>14% to 14.5 %</p> <p>Overall improvement (CHS—mid to high 90%, Alt Ed mid 80%)</p> <p>Ongoing focus</p> <p>Susp...265 to 222 Exp...3 to 1</p> <p>COF, Counselors (CHKS Survey pending)</p> <p>Progress noted per Wellness Comm</p>

## Supplemental Grant Funds

Calaveras Unified is projected to receive \$1, 688,055 in Supplemental Grant funding. Using this allocation, the following designations to services/supports for identified students will be provided

- Funding a full-time Counselor for CHS and Alt Ed and full time Counselor for VSE, WPE, RRF
- Funding English teacher (four sections of ELA Intervention/Credit Recovery) at CHS and English teacher at TMS
- Funding .5 fte as Child Welfare and Attendance Officer
- Funding one Math fte at TMS and CHS
- Funding one Alt Ed fte (credit recovery, independent study)
- Funding one SPED teacher at VSE
- Funding 2 SPED teachers at TMS
- Funding a teacher at SAE
- Funding Saturday School/ELF days
- Funding CELDT support (assessment)
- Providing targeted support with paraprofessionals, campus monitors and attendance monitoring

As our district is just below the 55% threshold of unduplicated students (51% of our students are socio-economically disadvantaged and our overall % of unduplicated students is 51%), with five of nine school sites over 60%, we believe services are appropriately provided on a schoolwide basis, for the most part.

Our staff, administration and stakeholders believe that increasing services for as many students as possible, with an intensive and prioritized focus on those unduplicated students, is the most effective and efficient use of our funds. Our numbers of English Learners and Foster Youth are proportionately low and our ability to give first priority to those in the designated sub-groups, while also providing services/supports to other students has proven to be preferred by those we serve and those who serve them.

### **How addressing Socio-Economically Disadvantaged students (SED), Foster Youth, English Language Learners?**

Services designated for our unduplicated pupils are being provided in the following manner

Addition of academic intervention staff at four sites

Increase in counseling services at the high school and alternative education program increase in Special Education services and with the increased counseling services offered to all student sub-groups as the highest priority. Also, these sub-groups, along with any “at-risk” students, are a prioritized focus of our staff in terms of services/support (intervention, counseling, pre-school).