Our Mission:
We provide every student an extraordinary education in an inspiring environment.
Vision: Our graduates are prepared for success; our students are engaged, self-directed learners; our staff members demonstrate an uncompromising commitment to student growth; our community and its traditions are deeply connected to our schools.

CUSD provides a comprehensive curriculum, enabling all students to excel as they meet the challenges and opportunities of our changing world. All of our schools offer students the means to succeed by providing programs that maximize the abilities, talents, and interests of every individual. The Carlsbad Unified School District is comprised of nine elementary schools, three middle schools, two high schools, a continuation high school, and an independent study school.

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The Carlsbad Unified School District 2017-2020 LCAP

The Local Control Accountability Plan (LCAP) is the benchmark by which we guide and implement our efforts to educate children. It is comprised of goals that focus District practices and resources to ensure students are college and career ready upon graduation. The LCAP shows the alignment of CUSD curriculum, instruction, assessment, and interventions with the eight State priorities.

Stakeholder Input

Carlsbad Unified School District used various methods of communication in order to engage with our community stakeholders. The District’s efforts began in November by developing an engagement process and timeline for the adoption of the 2017-18 plan. Stakeholder meetings were then held to include a mid-year LCAP progress update. Each stakeholder has the opportunity to provide input, and through that process, develop a deeper understanding of the amount of work to be done and the valuable role they play in supporting student success. The state legislature mandates requirements for stakeholder engagement in the LCAP building process.

In addition to the stakeholder consultation meetings, an online survey was launched to the community of Carlsbad on 2/1/2017 which remained open through 2/28/2017. The purpose of the survey was to gather input from parents, students, teachers, and community members of Carlsbad in order to better serve and evaluate the needs of the students in the district. Questions referenced the CUSD District Graduate Profile as well as the mission, vision, and priorities of the District. The online survey in both English and Spanish received 1,587 responses. In addition to face to face meetings, the District maintained a website with additional information:
http://www.carlsbadusd.k12.ca.us/cms/page_view?d=x&piid=&vpid=1392642087400

Goals, Actions, Services, and Expenditures

The LCAP goals, based on CUSD strategic themes, have been set to meet identified student needs and student program goals.

These goals align with the 8 state priorities: student engagement, student achievement, school climate, course access, parent involvement, implementation of state standards, other student outcomes, and basic services. Each goal is assigned one or more annual measurable outcomes or “success indicators” that are either quantitative or qualitative. The success indicators, some of which are required by the state, are used to monitor the implementation of the LCAP. The LCAP goals are aligned to actions and services, as well as related expenditures.
Goal #1
Conditions of Learning Goal

Align student learning to State-adopted standards supported by materials, instruction, and technology in a safe and clean environment.
Goal #1
Conditions of Learning Goal

Align student learning to State-adopted standards supported by materials, instruction, and technology in a safe and clean environment.

Actions and Services:
1. Provide teacher professional development and collaboration aligned with district’s strategic initiatives
2. Identify, prioritize, and purchase/develop instructional materials
3. Inventory, track, and upgrade existing technology hardware and software
4. Continue to implement professional development pathways to enhance and advance technology use via training & support for all staff
5. Provide professional development and software for counselors regarding college and career readiness and four year plans
6. Implement cleaning standards plan and facilities work order completion improvements; develop Facilities Master Plan
7. Provide targeted instructional supports, programs, and professional development for targeted unduplicated students
8. Purchase supplemental materials and technology for targeted unduplicated students
9. Ongoing provisions for media centers to include online research databases and updated library resources
10. Professional Development and Instructional Materials for CTE Pathways

Success Indicators / Professional Development
1. Maintain the positive responses on Professional Development surveys at 90% or higher
2. Increase # of digital badges for professional development pathways by 1 (First pathway created in 16-17, second pathway to be created in 17-18)

Success Indicators / Facilities, Maintenance, Operations
3. Increase the % of Cleaning Standards being ‘met’ as measured by monthly audits by the Custodial Supervisor (Final goal to be determined after development of baseline at the end of this year)
4. Improve the Facility Work Order completion rate by 5%
5. Develop a Master Facility Plan and identify resources needed to implement the plan

Success Indicators / Technology
6. Identify resources needed to implement the unfunded portions of the 2016-19 Draft Technology Master Plan.
7. Implement year two of middle school one-to-one technology rollout, per the 2016-2019 Draft Technology Master Plan.
Goal #2
Pupil Outcomes Goal

Ensure that students demonstrate academic growth and proficiencies so they leave TK-12 ready for college / career.
Goal #2
Pupil Outcomes Goal

Ensure that students demonstrate academic growth and proficiencies so they leave TK-12 ready for college / career.

**Actions and Services:**
1. Continued implementation through professional learning aligned with district-wide initiatives including at-risk students
2. Implement academic interventions for students who need additional support, with emphasis on Long term English Learners, Foster & Homeless Youth, and students of low Socioeconomic status
3. Continue ELD specialist model to provide targeted support aligned to ELA/ELD Framework
4. Decrease class size in order to enhance pupil outcomes
5. Provide additional budget autonomy to schools to support the academic/intervention plans on each campus
6. Increase middle school counselors to provide academic and social emotional support for students
7. Provide targeted Special Education supports
8. Academic interventions and credit recovery options at HS and MS

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**Success Indicators / College and Career Indicator**
1. Increase the # of graduates completing A-G requirements by 5% (Final goal to be adjusted after 2016-17 cohort data is reported)
2. Increase the # of high school students enrolled in at least one Honors, Advanced Placement, or Community College Class by 2%
3. Increase the # of all students achieving Smarter Balanced Assessment Consortium (SBAC) met/exceeded status by 3%
4. Increase graduation rate (CALPADS) by 1%
5. Maintain AP pass rate at 80% or higher
6. Increase the # of students passing the Early Assessment Program by 3%

**Success Indicators / Progress of Unduplicated Pupils**
5. Increase the # of Special Education (SPED) students achieving SBAC met/exceeded status by 5%
6. Increase the # of Socio-Economically Disadvantaged (SED) students achieving SBAC met/exceeded status by 5%
7. Increase the # of English Language Learner (ELL) students achieving SBAC met/exceeded status by 5%
8. Increase English Language (EL) proficiency by 2% as measured CELDT Scores (top number = fewer than 5 years in EL program; bottom number = 5 or more years)
9. Maintain EL reclassification rate of 12% or higher

**Success Indicators / Other**
10. Hire and have an elementary music teacher in place at each site no later than October 1
11. Maintain a "high school readiness index" that identifies 8th grade students on track to graduate HS (Final goal to be determined after development of baseline at the end of this year)
Goal #3
Engagement Goal

Engage parents, staff, and community to promote unique educational opportunities for students.
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Engagement Goal

Engage parents, staff, and community to promote unique educational opportunities for students.

Actions and Services:
1. Continue solutions to close workforce gaps, including development of soft skills as outlined in CUSD Graduate Profile and designing career pathways responsive to local and regional hiring needs
2. Continue Parent University course offerings and reflect topics based on 2016-17 participant feedback
3. Continue Spanish Speaking Parent University courses and reflect topics based on 2016-17 participant feedback
4. Maximize use of District/School site communication tools
5. Increase student engagement, positive student behavior, citizenship, and school climate

Success Indicators:
1. Increase attendance at Parent University workshops by 5% and establish a baseline for participant-reported relevance of subject matter.
2. Increase by 1% student connectedness to school as measured by CA Healthy Kids Survey on following metrics: Safe at School, Feel Connected, Never Been Cyber Bullied
3. Increase the # of students who score in the Healthy Fitness Zone (HFZ) by 1%
4. Increase the attendance rate for CUSD students by 1%
5. Decrease the suspension rate by 1%
6. Maintain a dropout rate for MS and HS of 1% or less
7. Decrease the chronic truancy rate by 1%
8. Measure drug and alcohol respondent rates on CA Healthy Kids Survey in grades 9 and 1
Carlsbad Unified School District  
Local Control Accountability Plan 2017-2020 

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# Carlsbad Unified School District 2017-2020 Local Control Accountability Plan Summary Data

## Carlsbad Unified Schools and 16-17 Enrollment

<table>
<thead>
<tr>
<th>School Name</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviara Oaks Elementary (677)</td>
<td></td>
</tr>
<tr>
<td>Aviara Oaks Middle (1,122)</td>
<td></td>
</tr>
<tr>
<td>Buena Vista Elementary (288)</td>
<td></td>
</tr>
<tr>
<td>Calavera Hills Elementary (468)</td>
<td></td>
</tr>
<tr>
<td>Calavera Hills Middle (501)</td>
<td></td>
</tr>
<tr>
<td>Carlsbad High (2,255)</td>
<td></td>
</tr>
<tr>
<td>Carlsbad Seaside Academy (48)</td>
<td></td>
</tr>
<tr>
<td>Carlsbad Village Academy (80)</td>
<td></td>
</tr>
<tr>
<td>Hope Elementary (613)</td>
<td></td>
</tr>
<tr>
<td>Jefferson Elementary (450)</td>
<td></td>
</tr>
<tr>
<td>Kelly Elementary (440)</td>
<td></td>
</tr>
<tr>
<td>Magnolia Elementary (517)</td>
<td></td>
</tr>
<tr>
<td>Pacific Rim Elementary (831)</td>
<td></td>
</tr>
<tr>
<td>Poinsettia Elementary (568)</td>
<td></td>
</tr>
<tr>
<td>Sage Creek High (1,251)</td>
<td></td>
</tr>
<tr>
<td>Valley Middle (1,044)</td>
<td></td>
</tr>
</tbody>
</table>

## 2016/17 Enrollment By Race/Ethnicity

- **Asian**
- **Black or African American**
- **Filipino**
- **Hispanic or Latino**
- **Two or More Races**

## Total Student Enrollment

<table>
<thead>
<tr>
<th>Category</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Student Enrollment</td>
<td>11,169</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged (SED/LI)</td>
<td>3,133</td>
</tr>
<tr>
<td>Students with Disabilities (SWD)</td>
<td>1,223</td>
</tr>
<tr>
<td>English Learners (EL)</td>
<td>808</td>
</tr>
<tr>
<td>Reclassified Fluent English (RFEP)</td>
<td>675</td>
</tr>
</tbody>
</table>

## Percent of EL Students Who Made Progress Toward English Proficiency

- **2014**: 50%
- **2015**: 75%

## Percent of EL Students Who Were Reclassified

- **2013**: 0%
- **2014**: 5%
- **2015**: 10%
- **2016**: 15%

## 4-Year Cohort Graduation Rate

- **2014**: 70%
- **2015**: 75%
- **2016**: 80%

## Percent of Students Who Passed an Advanced Placement Exam with a score of 3 or Higher

- **2014**: 20%
- **2015**: 40%
- **2016**: 60%

## Early Assessment Program (EAP) Results English-Language Arts (ELA)

- **Ready**
- **Conditionally Ready**
- **Not Ready**

## Early Assessment Program (EAP) Results Mathematics

- **Ready**
- **Conditionally Ready**
- **Not Ready**
**Average ACT Scores**

- English
- Mathematics
- Reading
- Science

**Percent of Graduates from Comprehensive High School Completing “A-G” Requirements**

- Total
- English Learners
- SED/LI

**High School Course Enrollment**

<table>
<thead>
<tr>
<th>Program/year</th>
<th># Courses</th>
<th># Students enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE 2013/14</td>
<td>15</td>
<td>1,046</td>
</tr>
<tr>
<td>CTE 2014/15</td>
<td>20</td>
<td>1,339</td>
</tr>
<tr>
<td>AP 2013/14</td>
<td>60</td>
<td>1,502</td>
</tr>
<tr>
<td>AP 2014/15</td>
<td>58</td>
<td>1,592</td>
</tr>
</tbody>
</table>

**Percent of Students Enrolled in College Immediately After High School**

- All Institutions: 82%
- 4-Year Institutions: 47%
- 2-Year Institutions: 34%

**Chronic Absenteeism 2016**

- Gr. K-5: 11.3%
- Gr. 6-8: 5.9%
- Gr. 9-12: 8.3%

**Suspension/Expulsion Rates**

- Suspension
  - CUSD: 2013/14: 1.9, 2014/15: 2.1
- Expulsion
  - CUSD: 2013/14: 0.0, 2014/15: 0.0

**2016 SBA English Language Arts Achievement Levels**

- 3rd: 4, 4th: 4, 5th: 3, 6th: 3, 7th: 2, 8th: 2, 9th: 1, 10th: 1, 11th: 1, 12th: 1

**2016 SBA Mathematics Achievement Levels**

- 3rd: 4, 4th: 4, 5th: 3, 6th: 3, 7th: 2, 8th: 2, 9th: 1, 10th: 1, 11th: 1, 12th: 1

**2016 SBA Achievement Levels by Subgroup**

- 4th: 4, 3rd: 3, 2nd: 2, 1st: 1
2016 SBA Claims

2016 CST Science Results

Cohort Graduation/Dropout Rates

2017 LCAP Survey Results – Educational Programs

Achieve3000/College and Career Ready Readers (Grades 3-8)

2016 CHKS Drug/Alcohol/Tobacco Use

2016 California Healthy Kids Survey Results

CUSD Physical Fitness Test

% of students in Healthy Fitness Zone

LCAP Survey Results 2017

% Indicate “strongly agree” or “agree”

Survey Questions:

Q.19 Students using technology effectively 67%
Q.9 Critical thinkers 65%
Q.10 Lifelong learners 60%
Q.13 Effective communicators and collaborators 68%
Q.17 Inspiring learning environments 64%
Q.15 Community and its traditions 63%
Q.18 Different educational pathways 54%
Q.16 Teachers commitment to student growth 67%
Q.14 prepared for college and/or career 52%
Q.12 Ethical and responsible citizens 68%
Q.11 Self-directed individuals 61%
Q.20 Safe, clean facilities 72%
Funding Information 2016-17

Unduplicated Pupil Percentage (UPP): 22.32%
Minimum Proportionality Percentage (MPP): 4.16%
LCFF Base Grant Funding: $85,901,684
LCFF Supplemental Grant Allocation: $3,383,327

State Priorities

A. Conditions of Learning:
   - Basic (Priority 1)
   - Implementation of State Standards (Priority 2)
   - Course access (Priority 7)
B. Pupil Outcomes:
   - Pupil achievement (Priority 4)
   - Other pupil outcomes (Priority 8)
C. Engagement:
   - Parental involvement (Priority 3)
   - Pupil engagement (Priority 5)
   - School climate (Priority 6)

LCFF Funding Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Revenue</td>
<td>$78,051,155</td>
</tr>
<tr>
<td>EPA State Aid</td>
<td>$2,136,184</td>
</tr>
<tr>
<td>LCFF State Aid</td>
<td>$5,621,258</td>
</tr>
<tr>
<td>MSA</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>$85,808,597</td>
</tr>
</tbody>
</table>

Spending 2016-17

<table>
<thead>
<tr>
<th></th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Pupil Spending</td>
<td>$9,999</td>
<td>$10,795</td>
</tr>
<tr>
<td>Average Teacher Salary</td>
<td>$80,974</td>
<td>$77,179</td>
</tr>
</tbody>
</table>

Carlsbad Unified Goals 2016-17

Goal 1
Align student learning to state-adopted standards supported by materials, instruction, and technology in a safe and clean environment

Goal 2
Ensure that students demonstrate academic growth and proficiencies so they leave TK-12 ready for college/career

Goal 3
Engage parents, staff & community to promote unique educational opportunities for students

Budget Expenditures 2016-17
Who are supplemental funds intended to support?
Supplemental funds are targeted funds to support the following unduplicated subgroups; English learners, low income students, foster youth and homeless students.

How much money does CUSD receive in supplemental funds?
Carlsbad Unified School District will receive approximately $3,474,305 in supplemental funds for the 2017-2018 year under the Local Control Funding Formula (LCFF). These funds are calculated based on the unduplicated number of English Learners, students identified as low income, and homeless and foster youth enrolled in CUSD.

How will CUSD spend the supplemental funds?

Summary of Supplemental Funding 2017-18

| Goal #1: Conditions of Learning          | $506,400 |
| Goal #2: Pupil Outcomes                 | $2,753,967 |
| Goal #3: Engagement                     | $213,938 |
| **Total Anticipated Supplemental Expenditures for 2017-18** | $3,474,305 |

Goal #1 (Conditions of Learning Goal): Align student learning to State-adopted standards supported by materials, instruction, and technology in a safe and clean environment.

- Provide teacher professional development and collaboration aligned with district’s strategic initiatives. Specific teaching strategies and training for differentiated instructional strategies.  
  $43,600
- Identify and prioritize and purchase instructional material needs specifically for unduplicated student needs  
  $358,800
- Continue to implement professional development pathways to enhance and advance technology use via training and support for all staff and targeted intervention strategies for unduplicated students  
  $84,000
- Provide targeted instructional supports and programs  
  $10,000
- Purchase supplemental materials and technology for targeted unduplicated students  
  $10,000

**Total Anticipated Supplemental Expenditures for Goal #1**  
$506,400
**Goal #2 (Pupil Outcomes Goal):** Ensure that students demonstrate academic growth and proficiencies so they leave TK-12 ready for college / career.

- Ensure uniform implementation through professional learning aligned with district-wide initiatives for unduplicated students. Specifically RTI support and training for staff  
  $79,000

- Develop & implement plan for academic interventions for students who need additional support, with emphasis on unduplicated students including AVID sections and training, sheltered sections for ELL, summer school, and additional counselor support.  
  $600,422

- Continue ELD specialist model to provide targeted support aligned to ELA/ELD Framework-Designated and Integrated Strategies  
  $437,000

- Decrease class size in order to enhance pupil outcomes specifically for unduplicated students  
  $605,705

- Increase middle school counselors to provide academic and social emotional support for students  
  $233,920

- Provide additional budget autonomy to schools to support the academic/intervention plans on each campus specifically for unduplicated students  
  $97,080

- Provide targeted Special Education supports for unduplicated students  
  $600,000

- Academic interventions and credit recovery options at HS and MS  
  $100,000

**Total Anticipated Supplemental Expenditures for Goal #2**  
$2,753,967

**Goal #3 (Engagement Goal):** Engage parents, staff, and community to promote unique educational opportunities for students.

- Continue solutions to close workforce gaps, including development of soft skills as outlined in CUSD Graduate Profile and designing career pathways responsive to local and regional hiring needs specifically for unduplicated students  
  $176,488

- Continue Spanish Speaking Parent University courses and reflect topics based on 2016-17 participant feedback  
  $5,500

- Maximize District/School site communication tools specifically for unduplicated students  
  $30,300

- Increase student engagement, positive student behavior, citizenship, and school climate  
  $1,650

**Total Anticipated Supplemental Expenditures for Goal #3**  
$213,938