Local Control Accountability Plan and Annual Update (LCAP) Template

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Encinitas Union School District is located in North San Diego County along the coast where Engaging Students in Purpose, Passion, Power, and Play is our mission. We serve nine Kindergarten through Sixth grade schools. EUSD has 16% of our students receiving free or reduced lunch and 9.5% of our students are English Learners and 15% of our students receive Special Education services. Four district pillars are supported in all nine elementary schools including Academic Excellence, 21st Century Learning, Health and Wellness and Environmental Stewardship. These priorities are reflected in our sites and their individual brands, as well as our Local Control and Accountability Plan.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Encinitas Union School District will continue to focus on our four pillars as a basis for engaging all students in purpose, power, passion and play. First and foremost is our intentional work around academic excellence ensuring students are achieving State Standards at high levels (Goal 1) while considering the necessary skills needed in the 21st Century. This will include a greater emphasis on personalized learning and intervention/safety nets to support all levels of learners (Goal 5). Recognizing the need for greater access to a wide range of content, we have included Visual and Performing Arts as well as other enrichment teachers in our updated plan (Goal 1, Goal 4). Additional safety nets for social and emotional learning and school safety will be added (Goal 3).

English Language learners will receive increased targeted supports to promote their progress in learning and applying English skills as part of our multiyear focus. Teacher training and support will focus on this as well (Goal 1).

Supports for a broad range of learners will be increased as opportunities for determining increased resources and strategies surrounding mathematics will be added. A math committee and extensive professional development will be implemented at increasing levels (Goal 5).

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Encinitas USD is proud of the initial work to implement an ELA materials and an instructional focus on conceptual understanding. We have worked extensively this year in the area of improving instructional practices surrounding conceptual understanding as part of a multi-year plan to support deep learning. Additionally, increased coaching in the areas of digital tools, English Language Arts, Math and Next Generation Science Skills has been supporting the transfer of skills within classrooms (Goal 1).

In Language Arts on the CAASPP, students 76% of students in grades 3-6 scored proficient or above. In Mathematics on the CAASPP, students in grades 3-6 increased from 71% proficient to 73% proficient. On the California Dashboard the ELA measure was green and the Math measure was blue. In our feedback from parents, it was noted that the majority agree that their students are getting an education that represents a well balanced education. Parent engagement and facilities also rated high. Teacher surveys noted increased use of high yield strategies such as CGI, PBL and ELD. Parent surveys also noted a need for increased emphasis on personalized learning and differentiation for exceptional learners.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Language Arts and Math performance on CAASPP remained relatively static and a score of blue on the California Dashboard for mathematics and green for English Language Arts. Our English Language learners scores in ELA and Math declined. Additionally, the yearly progress on English Language development was below expectation and resulted in an orange score on the California Dashboard. Over the last year in LCAP, we created an ELD Task Force and increased teacher training for supporting English Language learners (Goal 1 Action 1.c.2, `1.d.2), and purchased materials for integrated ELD along with Newcomers kits. Additional support for instructional strategies for ELD and Mathematics to support all teachers and a broad course of study (Goal 4) was also implemented. Based on data and input, we still see an achievement gap that is not closing and a need for greater differentiation to support all learners (1.A.3).

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Three specific subgroups that represent a significant achievement gap are our low income students, our English Learners and our Students with Disabilities in the areas of English Language Arts and Mathematics.Additionally, there was a performance gap with Hispanic students in Mathematics. Steps to address these groups are:

- Continuation of ELD Task Force and Implementation of Steps (1.C.2)
- Additional Support through ELD TOSA (1.C.2)
- Increased Teacher Training in ELA, NGSS and Math (1.A.3, 5.B.2, 4.3.1, 5.2, 4.3.3)
- Purchase and implementation of EL Progress Monitoring Software (1.D.2)
- Purchase of ELA Progress Monitoring Tool (5.B.2)
- Add additional structures and processes to increase cross collaboration between general education and special education (1.2.1, 4.3.4)

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Three specific subgroups that represent a significant achievement gap are our low income students, our English Learners and our Students with Disabilities. In the CA Dashboard, English language progress was at the medium level or 64.7.4% which is less than expected and a decline. Students with disabilities scores were significantly behind total group scores and below expectations. Staff is in progress of reforming our systems of intervention to allow for increased support during the school day, a systematic progress monitoring system and increased resources for serving students needs. Increased strategies will be used through strategic staff development provided by an ELD TOSA and Director with additional instructional tools. (Goal 1, 5). Additionally increased cross collaboration between general education and special education will be structured.

Increased support for the retention and training of staff is also included in (Goals 4 and 5). An inclusion TOSA is also included in the plan (Goal 4). Increased support for social and emotional learning is included (Goal 3). Tools to monitor progress are being purchased and implemented (Goals 1 and 5). Additional training for mathematics and differentiation are included (Goal 1).

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$61,251,062
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$40,582,924.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Starting with the 2017/2018 school year, our plan includes base plan supports for instruction and therefore includes teacher salaries. Items not included in LCAP that are in the general budget include all district/site employees other than teachers and general operating expenses such as utilities, materials and supplies.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$50,450,271

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Through implementation of State Standards, Encinitas USD will improve student achievement in all academic areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Academic Achievement, Teacher Collaboration, Common Core Implementation, Technology

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator A. CAASPP **17-18** Metric A: Schools will utilize local English Language Arts and Math standards aligned assessments built in the Key Data Systems Program to track progress. CAASPP data will be used to inform and improve student progress in English Language Arts and Math: CAASPP English Language Arts will increase from 77% (all) to 79% (all) and from 23% (EL) to 33% (EL). Mathematics will increase from 71% (all) to 75% (all) and from 31% (EL) to 39% (EL) proficiency.	A. CAASPP ELA went from 77% to 76% (all) EL went from 23% (different measure) to 9% in ELA Mathematics went from 71% to 73% (all) EL went from 31% (different measure) to 17% in Math Alike EL Comparison EL in ELA 16% to 9% Alike EL Comparison EL in Math 21% to 17%

Expected	Actual
Baseline A. ELA CAASPP 77% Math CAASPP 71% EL ELA 23% EL Math 31%	
Metric/Indicator B. CA DASHBOARD **17-18** Metric B: Encinitas USD will have a blue indicator for ELA and Math district wide on CA Dashboard. **Baseline** B. CA DASHBOARD Blue	B. CA Dashboard ELA is a green Math is a blue
Metric/Indicator C. Williams Report **17-18** Metric C: All EUSD students will have access to standards aligned instructional materials as measured by annual audit of materials. **Baseline** C. No pending complaints	C. Williams Report Board Resolution April 2017.
Metric/Indicator D. CELDT/ New ELPAC **17-18** Metric D: English Learner reclassification rate will increase from 12.7% to 15%, and Long Term English Learners will decrease from 2.5% to 1% (including students with special needs). **Baseline** D. CELDT/New ELPAC	D. Reclassification rate changed from 12.7% to 11.5% and LTEL decreased from 2.5% to 2%.
Metric/Indicator E. CA DASHBOARD **17-18** Metric E. EL progress on Dashboard will improve from orange to yellow.	E. CA DASHBOARD EL progress remains orange on dashboard.

	Expected	Actual
Baseline	E. CA DASHBOARD orange.	
Metric/Indicator	F. CAST	F. CAST Baseline still to be determined
17-18	Metric F. NGSS progress on CAST test will establish baseline.	
Baseline	F. To be determined 2018	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1EUSD will provide an educational based program to include standards based instruction in all content areas for all students.	Base program was implemented.	1000-1999: Certificated Personnel Salaries LCFF $30,076,956	1000-1999: Certificated Personnel Salaries LCFF 31,089,200

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Teachers will plan and monitor implementation of state standards through establishing, improving, and refining curriculum resources and maps demonstrating access to standards-aligned curriculum and development of quality local assessments.	1.2.1 Teachers planned and monitored implementation of state standards through establishing, improving, and refining curriculum resources and maps demonstrating access to standards-aligned curriculum and development of quality local assessments. Three full planning	1.2.1 Provide all teachers with release days for curriculum mapping and assessment building with TOSA support. LCFF/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries Teacher Effectiveness $90,000	1000-1999: Certificated Personnel Salaries Teacher Effectiveness $109,995

	days were provided to teachers in the areas of ELA, MATH and NGSS

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 District will improve student educational performance through improved training, support, information and assistance for new teachers.	New Teacher Training provided as well as district wide PD.	1.3.1 Fund the Beginning Teacher Support and Assessment (BTSA) Program. LCFF/Professional Services 5800: Professional/Consulting Services And Operating Expenditures LCFF $20,000	5800: Professional/Consulting Services And Operating Expenditures LCFF $37,786

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 District will improve use of district collaborative digital tools including an LMS, digital content and materials.	Implemented Illuminate and PowerSchool across the district and moved digital resources on to new platform.	1.4.1 Fund personnel to manage portal resources. 5800: Professional/Consulting Services And Operating Expenditures LCFF $52,750	5800: Professional/Consulting Services And Operating Expenditures LCFF $52,968

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 Teachers will assess students in the CAASPP assessment to track and monitor progress.	Provided additional supports, systems and tools in order for students to complete in CAASPP testing.	1.5.1 Provide infrastructure, support, and tools such as keyboards and headphones necessary for daily work and state assessments. LCFF/Services and Operating Expenditures 5000-5999: Services And Other Operating Expenditures LCFF $52,900	LCFF $29,934

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 District will maintain low class size in primary grades to enhance student achievement.	Maintained average class size of 24:1	1.6.1 Allocate funds for class size reduction to 24 in primary grades. Included in base program. LCFF see 1.1	LCFF see 1.1

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.A Principals will closely monitor academic progress of targeted subgroups: Foster Youth, Homeless, Economically Disadvantaged Students, and English Learners and address mandated program improvement issues related dashboard and local metrics.	District administration provided support for progress monitoring and a community liaison provided.	1.A.1 Allocate a district level administrator to assist principals with implementation and monitoring of state standards for targeted subgroup progress. Supplemental Concentration/ Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental Concentration $65,053	1000-1999: Certificated Personnel Salaries Supplemental Concentration $83,017
		1.A.2 Fund a community liaison to assist in determining the needs of targeted subgroups. Supplemental Concentration/ Classified Salaries and Benefits 2000-2999: Classified Personnel Salaries Supplemental Concentration Integrado	2000-2999: Classified Personnel Salaries Supplemental Concentration embedded 2b1

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.B All schools will provide additional targeted intervention to English Learners and Economically Disadvantaged struggling students including strategic Newcomer	All sites implemented ELA intervention using Fountas and Pinnell materials and National Geographic targeted materials.

Summer EL Academy provided. | 1.B.1 Implement and support district-wide tiered intervention for reading for struggling learners. Supplemental Concentration/Certificated Salaries and Benefits 1000-1999: | 1000-1999: Certificated Personnel Salaries Supplemental Concentration $438,019 |

		Certificated Personnel Salaries Supplemental Concentration $583,500	
Support, Reading Foundations and Reading Comprehension.			
		1.B.2 EUSD will provide Summer School services for English Language learners to increase their reading, writing, listening and speaking. 1000-1999: Certificated Personnel Salaries Title III $56,000	1000-1999: Certificated Personnel Salaries Title III $57,070

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.C Teachers will plan and monitor implementation of ELA/ELD state standards through establishing, improving, and refining curriculum resources, demonstrating access to standards-aligned curriculum and development of quality local assessments.	ELD Task Force met multiple times and created a district plan for closing the gap. ELD TOSA hired and supporting all sites. New materials implemented.	1.C.1 Release teachers to participate in committees to pilot, select, and/or create resources for ELA/ELD Task Force. Supplemental Concentration/Certificated Salaries and Benefits Supplemental Concentration $30,000	Supplemental Concentration $23,972
		1.C.2 Fund the hiring of an ELA/ELD TOSA to support the use of new ELD materials and increase the use of effective ELD strategies. 1000-1999: Certificated Personnel Salaries Supplemental Concentration $125,000	1000-1999: Certificated Personnel Salaries Supplemental Concentration $90,102

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

1.D Teachers will plan and monitor implementation of state standards for English Learners through additional primary language resources.	National Geographic Materials purchased K-6 and Benchmark Adelante Spanish Materials purchased.	1.D.1 Purchase print grade-level Spanish books. Supplemental Concentration/Books and Supplies Supplemental Concentration $30,000	4000-4999: Books And Supplies Supplemental Concentration $461,220

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the actions and services of Goal 1 were consistent with the plan. As implementation of the services are completed after the current assessment cycle is finalized, other means of determining the overall effectiveness are used. It is intended that the results on new assessments completed this spring will demonstrate how these shifts have improved learning for students in all groups.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Teacher surveys noted that the majority of teachers attending trainings and the ELD Taskforce had immediate changes to their practice. Teacher group meetings held at all nine sites noted the support for Teachers on Special Assignment as a way of improving their instruction. Increased communication was evident in grade level/SPED collaboration meetings held at every site. Teachers and parents noted the improvement in English Language Arts and ELD materials which are leveled for at, below and above grade level students.
Data was as follows from 2017 scores:
ELA 77% to 76%
Math 71% to 73%
EL ELA 16% to 9%
EL Math 21% to 17%

From CA Dashboard Fall 2017
Suspension rate- Blue
EL Progress- Orange
ELA- Green
Math- Blue

Reclassification Rate 12.7% to 11.5%
LTEL decreased from 2.5% to 2%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Much of the differences between estimated and actuals had to do with salary costs and personnel. Teacher and administrator costs included steps, raises and increases to labor related expenditures. Budget estimates, for example, for the position of ELD TOSA assumed a top step hire, but in actuality the person hired was on a lower step. A larger unanticipated expense was the purchase of ELD and Spanish materials. Originally the expense was projected to be supplemental, but a total adoption of DLI materials/Spanish materials that was determined necessary by the Committee; therefore shifted an expense from $20,000 projected to $461,220 actualized.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Adjustments to this goal will be to change the achievement language to learning oriented based on stakeholder input and the need for greater clarity. Adjustments to metrics will be aligned to current data in order to better measure progress. Mathematics will continue to be a focus for staff development to meet the needs of struggling, at grade level and above grade level learners. Additional supports will include increased costs and time for intervention teachers and differentiated materials. (See Goal 1. Metrics A-E).

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Encinitas USD will increase parent, staff, and community awareness, communication, involvement, and engagement to aid and enhance student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: Communication, Academic Achievement, Common Core Implementation, Technology

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2A. Family engagement will increase by the percentage of families represented at Fall Parent Teacher conferences including unduplicated, special and exceptional needs. **17-18** 2A. Family engagement will increase by the percentage of families represented at Fall Parent Teacher conferences to 93% including unduplicated, special and exceptional needs. **Baseline** 2A. Approximately, 90% Attendance currently.	A. Metric Fall Parent Conferences Fall Conference participation increased from 90 to 96%.

	Expected	Actual

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<tr><td>Expected</td><td>Actual</td></tr>
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Expected	Actual
Metric/Indicator 2B. Family engagement will increase by the percentage of families represented at Spring Parent Teacher conferences including unduplicated, special and exceptional needs. **17-18** 2B. Family engagement will increase by the percentage of families represented at Spring Parent Teacher conferences to 93%. **Baseline** 2B. Approximately 90% represented.	B. Metric Spring Conferences Spring Conference participation went from 90% to 92%
Metric/Indicator 2C. Parent perception of their child receiving a well rounded education will increase as measured on yearly parent surveys. **17-18** 2C. Parent perception of their child receiving a well rounded education will increase to 88% as measured on yearly parent surveys. **Baseline** 2C. Parent perception of their child receiving a well rounded education will increase to 86% as measured on yearly parent surveys.	C Parent surveys noted 83% as having a well rounded education.
Metric/Indicator 2D. Parent input will increase through a larger number of participants in specialized committees including SWD, Special Needs, Exceptional and EL. **17-18** 2D. DAC, DELAC, PTA Board will include include representatives from multiple subgroups. **Baseline** 2D. Currently committees may have one or the other parent group, but not necessarily all groups represented.	D. Parent Attendance and sub group representation included multiple groups.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

2.1 Improve district communications with community through improved website and electronic communications.	Continued revision of website, addition of Digital Newsletter and staff digital monthly newsletter. Purchased and implemented PowerSchool LMS.	2.1.2 Fund personnel to ensure communication: IT management of website and Parent Link district app. LCFF/Classified Salaries and Benefits 2000-2999: Classified Personnel Salaries LCFF $41,336	2000-2999: Classified Personnel Salaries LCFF $56,174

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Provide families immediate access to district and student information. (WordPress)	District website is functioning and compliant with new regulations.	2.2.1 Purchase system to provide families with portal access to information. LCFF/Professional Services LCFF $16,500	LCFF $15,673
		2.2.2 Purchase new Learning Management System with family portal capabilities. LCFF/Professional Services Integrado en los gasto	embedded in 1

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Provide comprehensive family workshops, trainings, and meetings focused on improving and enhancing student learning for all subgroups.	Provided increased family workshops to support subgroups and family engagement.	2.3.1 Provide staff to design workshops and training for workshops. LCFF/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF $36,955	1000-1999: Certificated Personnel Salaries LCFF $43,626

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.A Improve district communications with community	Website is continuously updated, improved digital communications	2.A.1 Fund translation services for written and electronic communication for families of	5800: Professional/Consulting Services And Operating

through improved print, website, and electronic communications.	and district purchase of PowerSchool LMS System. Translation is currently provided for district communications.	English Learners. Supplemental Concentration/ Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental Concentration $3,500	Expenditures Supplemental Concentration $1,062

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.B Improve outreach and communication, and connect targeted families with resources and services.	Community Liaison is currently funded and utilized throughout the district.	2.B.1 Fund a community liaison to make personal connections with English Learner, Economically Disadvantaged, and Foster Youth. Supplemental Concentration/ Classified Salaries and Benefits 2000-2999: Classified Personnel Salaries Supplemental Concentration $74,028	2000-2999: Classified Personnel Salaries Supplemental Concentration $74,045

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.C Provide comprehensive family workshops, trainings, and meetings focused on improving and enhancing student learning for targeted populations.	Workshops provided based on input from targeted populations. These included digital support and parenting workshops.	2.C.1 Allocate a district level administrator to design workshops and training for parents/guardians of English Learner and economically disadvantaged youth. Supplemental Concentration/ Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental Concentration $32,526	1000-1999: Certificated Personnel Salaries Supplemental Concentration $45,861
		2.C.2 Provide childcare and materials at all family meetings.	Supplemental Concentration $698

| | | Supplemental Concentration/ Title-I/Professional Services Supplemental Concentration $1,500 | |

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.D Liaison with SDCOE resources and community agencies to address specific needs of homeless and foster youth.	Community Liaison connects and supports families with resources and services.	2.D.1 Fund a community liaison to connect Foster Youth families with existing services and resources. Supplemental Concentration/ Classified Salaries and Benefits Supplemental Concentration Embedded in 1.A and 2.B expenditures.	Supplemental Concentration embedded

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services were performed as noted in the LCAP.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We had increases in participation in conferences using new tools. Over 85% of parents report feeling engaged in the district community. Over 600 parents provided input on surveys and more than 100 parents attended Town Halls, or site based LCAP input meetings. This was by far our greatest and broadest venue for input.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Some major differences were regarding salary and position costs. We moved a position from Coordinator to Director to allow for greater experience and support for students which came with increased costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal is being modified based on input and a need to provide greater clarity (See Goal 2).

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Encinitas USD will maintain and improve safe, green, and innovative learning environments that engage students and promote health and wellness.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Safety, Health and Wellness, Teacher Collaboration, Global Competencies, Green Restructuring

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator A. Facility Inspection Tool **17-18** Metric A: As measured by the 2017-18 Facility Inspection Tool (FIT), Encinitas USD will maintain a score of 100% in all eight evaluation categories at all nine Encinitas USD schools. Encinitas USD will maintain "Exemplary" school rating level at all schools. **Baseline** A. FIT Score is 100% 8/9	A All sites used FIT tool and maintained 100% with 8 or 9 evaluation criteria. Exemplary rating remains.
Metric/Indicator B. Work Completion Documents **17-18** Metric B: By the end of the 2017-18, nine of nine Encinitas USD schools will have completed "green" upgrades.	B All nine sites have received facility upgrades in order to be more environmentally friendly.

Expected	Actual

Expected	Actual
Baseline B. Six of nine schools have been completed.	
Metric/Indicator C. California Healthy Kids Survey **17-18** Metric C: The California Healthy Kids Survey will not be administered in 2017-18. **Baseline** C. CHKS is at 95%	C. CHKS was not administered this year.
Metric/Indicator D. CA Dashboard **17-18** Metric D: As measured by the California Department of Education Suspension and Expulsion Rates Report on the CA Dashboard will remain blue and expulsion rate will remain at 0%. **Baseline** D. CA Dashboard is blue.	D. Dashboard Suspension data remains a blue expulsion rate is 0%
Metric/Indicator E. Attendance Data **17-18** Metric E: As measured by district attendance data for 2017-18, Encinitas USD attendance will remain at or above 95%. **Baseline** E. Attendance Data is at 95%	E. Attendance rate is at 95.97%
Metric/Indicator F. Attendance Data **17-18** Metric F: As measured by district attendance data for 2017-18, chronic absenteeism will be below 10%. **Baseline** F. Attendance Data chronic absenteeism 8%.	F. Chronic absenteeism is currently 5.79%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Improve and provide green upgrades to all school site facilities.	Facility Upgrades were completed.	3.1.1 Provide facility upgrades. (Prop P) 6000-6999: Capital Outlay Other $8,499,516	6000-6999: Capital Outlay Other $5,619,762

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 District will conduct a safety audit and implement safety improvements at all nine campuses.	Safety audits were completed. Additional safety equipment purchased.	Other	
		3.2.2 Costs for safety improvements. LCFF/Services and Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures LCFF $25,500	5800: Professional/Consulting Services And Operating Expenditures LCFF $64,091

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 District will ensure the proper learning environment for special education students.	Transportation was provided to special education students who are attending programs outside EUSD or at sites outside their home school.	3.3.1 Allocate funds for transportation for special education students needing an alternative learning environment. LCFF/Professional Services LCFF $460,000	5800: Professional/Consulting Services And Operating Expenditures LCFF $451,936

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Encinitas USD will provide all students Grades K-6 access to a broad course of study inclusive of	District Enrichment teachers were provided and a portion of Site	3.4.1 Fund certificated teachers to deliver enrichment. 1000-1999:	1000-1999: Certificated Personnel Salaries LCFF $977,501

| District and Site Enrichment teachers | Enrichment teachers were budgeted and paid for. | Certificated Personnel Salaries LCFF $1,031,214 | |

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 District will provide green and innovative learning environments that engage students.	All nine schools received support for Green Consultants for lessons, units and extracurricular needs.	3.5.1 Fund external green consultants to continually find ways to improve facilities and learning environments. LCFF/Professional Services 5800: Professional/Consulting Services And Operating Expenditures LCFF $42,000	5800: Professional/Consulting Services And Operating Expenditures LCFF $45,129

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 District will continually upgrade technology infrastructure to enable flexible and innovative learning spaces.	Continued upgrades made.	3.6.1 Allocate ongoing technology infrastructure funding for staffing and materials to all sites. LCFF/Classified Salaries and Benefits 2000-2999: Classified Personnel Salaries LCFF $443,000	2000-2999: Classified Personnel Salaries LCFF $461,691

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.7 Encinitas USD will develop a farm space to provide students with innovative experiences around design, research, engineering, art, math, science, and nutrition and provide farm to lunch table produce.	EUSD Farm Lab was supported on both the physical site make up and the instructional components.	3.7.1 Allocate funds for utilities and farming needs of Encinitas USD farm. LCFF/Services and Operating Expenditures LCFF $75,000	5000-5999: Services And Other Operating Expenditures LCFF $126,342
		3.7.2 Fund classified staff /director to support and monitor the farm. LCFF/Classified	2000-2999: Classified Personnel Salaries LCFF $131,016

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Salaries and Benefits 2000-2999: Classified Personnel Salaries LCFF $118,000	
		3.7.3 Fund a certificated resource teacher to develop curriculum and deliver lessons at Farm Lab. State Source/ Mandated Cost/ Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF $122,000	1000-1999: Certificated Personnel Salaries LCFF $123,990

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.8 District will provide additional support for school gardens.	Grounds and green consultant support have been minimally provided.	3.8.1 District will provide additional grounds staffing to support school gardens. LCFF/Classified Salaries and Benefits LCFF $20,000	2000-2999: Classified Personnel Salaries LCFF $28,797

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services described in Goal 3 were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Although all actions were done as noted, community surveys and teacher/family input sessions noted a need for increased safety measures. Family surveys noted 89% of parents agreed that their children attend safe, clean and green schools. Input sessions were done during the most recent tragedy in Florida and there was certainly heightened sensitivity to this area. So the FIT reports and safety metrics were appropriate addressing community and school concerns in this area and will show supports further in Goal 3 of the plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to changes in personnel costs, some salaries fluctuated with changes in personnel, salary increases and labor related costs. Additionally there was less spent on facilities as the remaining Prop P funds were used and some bids came in higher than expected so some projects were put on hold and have not been done at this time. Additionally, consultants were hired for curriculum needs with Farm Lab so increases in that budget were needed.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will remain the same. Increased communication between emergency agencies and sites will be planned as well as increased safety measures to be determined with sites.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Encinitas USD will train and retain highly qualified staff to facilitate the personal and academic success of each student.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)
Local Priorities:	Teacher Collaboration, Academic Achievement, Common Core Implementation, Global Competencies

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator A. Credential Audits. **17-18** Metric A: Encinitas USD will maintain current 100% highly qualified teaching staff in appropriate teaching assignments in 2017-18 as measured by credential audits and assignment reviews pursuant to CA Education Code 44258.9. **Baseline** A. 100% of Classroom teachers HQT	A. Credential Audits 100% of teachers are highly qualified and in appropriate teaching assignments.
Metric/Indicator B. TOSA Logs/sign ins **17-18** Metric B: 100% of teachers will be trained in new ELA and ELD materials and strategies for the implementation of content and language standards for all students including English Learners by meetings, agendas, and training notices.	100% of teachers were trained in new ELA and ELD Materials and all sessions for district staff development have added an ELD strand.

Expected	Actual
Baseline A.Less than 10% of teachers have been trained.	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 Encinitas USD will retain highly qualified teachers to facilitate the personal and academic success of each student.	Provided ongoing 4% raise for 2017/2018.	4.1.1 Provide ongoing cost of 4% 2014-15 negotiated salary increase for all Encinitas USD teachers. LCFF/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF $926,385	1000-1999: Certificated Personnel Salaries LCFF $1,003,466
		4.1.2 Provide ongoing cost of 2% negotiated 2015-16 salary increase for all Encinitas USD teachers. LCFF/Certificated Salaries and Benefits LCFF $481,720	1000-1999: Certificated Personnel Salaries LCFF $508,084

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Encinitas USD will ensure a well maintained wireless environment to support the academic success of each student.	Tech support is appropriate for size and need.	4.2.1 Hire adequate tech to provide timely support for technology implementation and repair for personalized learning support. LCFF/Classified Salaries and Benefits See 3.6.1 2000-2999: Classified Personnel Salaries LCFF Integrado	2000-2999: Classified Personnel Salaries LCFF embedded

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 The Encinitas USD will provide quality professional development to teachers.	All teachers are given weekly release time and are provided a stipend for choice staff development.	4.3.1 Provide release time for teachers to participate in ongoing professional development around CCSS and digital curriculum implementation. LCFF/Certificated Salaries and Benefits Teacher Effectiveness $30,000	1000-1999: Certificated Personnel Salaries Teacher Effectiveness $30,000
		4.3.2 Provide additional compensation for teachers to attend optional "choice" trainings. LCFF/Certificated Salaries and Benefits Teacher Effectiveness $137,500	1000-1999: Certificated Personnel Salaries Teacher Effectiveness $137,500

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.A The Encinitas USD will provide adequate Dual Language teachers to maintain alternate program for English Learner Students.	Two additional FTEs are provided for DLI support.	4.A.1 Provide two additional FTEs to account for primary to upper grade transition of DLI programs. Supplemental Concentration/Certificated Salaries and Benefits. 1000-1999: Certificated Personnel Salaries Supplemental Concentration $ 225,600	1000-1999: Certificated Personnel Salaries Supplemental Concentration $165,734

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year we saw an increase of district wide strategic staff development for all staff members as well as personalized professional development for teachers.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Site input sessions and site observations show a transfer of skills in the areas of project based learning, questioning, NGSS and conceptual mathematics. Teachers resoundingly support personalized professional development continuing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional funds were used as the interests of teachers in the trainings offered were greater than anticipated. Additionally, the salaries of the additional DLI teachers were lower due to the placement of new teachers on the salary schedule.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Continued personalized professional development will be included for teachers. Supporting Cognitively Guided Instruction and math instructional shifts will continue.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Encinitas USD will ensure quality programs, adequate resources, and digital learning opportunities to deliver personalized learning and meet the unique needs of diverse groups.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                     Priority 7: Course Access (Conditions of Learning)

Local Priorities: Academic Achievement, Common Core Implementation, Technology

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator A. Report Cards and Enrichment Schedules **17-18** Metric A: The Encinitas USD will provide all students Grades K-6 access to a broad course of study prescribed by the local governing through access to standards-aligned instructional materials including enrichment. **Baseline** A. Broad course of study offered at 100% of sites as per report cards and schedules.	All sites offered a broad course of study as measured by report cards and classroom schedules/wheel schedules.
Metric/Indicator B. District Offerings List and student work samples **17-18** Metric B: The Encinitas USD will provide all students (including but not limited to unduplicated and exceptional students) personalized and individualized learning opportunities through digital resources, increased CTE pathways, and project based learning.	All students have been given access to leveled reading materials through Nat Geo, on line digital resources such as My On, Nat Geo, Destiny, TenMarks, ST and IXL which allow for progression at individual rates. Additionally trainings were conducted to support increased project based learning opportunities to broadened student voice and choice in projects. Cognitively Guided Instruction which is learner specific is also being implemented to be better personalize instruction in mathematics.

Expected	Actual
Baseline B. Each site has a minimum of three action/pathways offerings including Film Guild, Green Team, SOAR and SWPPP and access of digital methods.	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.1 The Encinitas USD will provide all students Grades K-6 access to a broad course of study prescribed by the local governing board through access to standards-aligned instructional materials and personalized learning opportunities through digital curriculum programs.	All students are provided access to aligned materials.	5.1.1 Provide ongoing access to standards-aligned digital curriculum resources. State Source/Lottery/ Mandated Cost/ Professional Services Lottery $275,000	Lottery $323,308

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.2 Teachers will facilitate their personalized learning opportunity through digital curriculum programs.	Teacher support is provided for aligning digital pieces to students needs and interests. PowerSchool has been implemented.	5.2.1 Fund a certificated resource teacher to support teachers with digital curriculum implementation. State Source/ Mandated Cost/Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries LCFF $91,500	1000-1999: Certificated Personnel Salaries LCFF $102,210
		5.2.3 Maintain a Learning Management System to provide greater capability for personalized	LCFF embedded

| | | learning. LCFF/Professional Services LCFF Integrado | |

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.3 The district will ensure students and staff have adequate equipment for the implementation of a personalized digital curriculum.	Currently we have done some refresh.	5.3.1 Continue technology refresh fund for additional devices, equipment, accessories, repairs, and infrastructure as needed. Local Sources/Books and Supplies 4000-4999: Books And Supplies LCFF $150,000	4000-4999: Books And Supplies LCFF $137769

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.A Encinitas USD will ensure that Foster and Homeless Youth have timely access to digital resources and programs.	Foster and homeless youth are given additional access to be able to use digital resources wherever needed.	5.A.1 Fund liaison to assist in the facilitation of resources for Foster Youth. Supplemental/Concentration/ Classified Salaries and Benefits Supplemental Concentration Integrado en los gastos de 1.A y 2.B	embedded

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.B Encinitas USD will ensure adequate ELD materials.	Nat Geo and Benchmark Adelante were purchased.	5.B.1 Purchase supplemental ELD materials. 4000-4999: Books And Supplies LCFF $300,000	4000-4999: Books And Supplies LCFF embedded in 1.d.1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have been doing a self assessment in our multi-tiered system of support. This has allowed us to look at what materials and strategies are being used well to support the wide variety of needs of our students. The purchase of ELD and Spanish materials has helped to align teacher strategies with specific language objectives.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Due to the lag time in data, student achievement of state measures are not available. Classroom observations and MTSS data show students receiving intervention supports at all nine sites in ELA. This is not as consistent in mathematics or social emotional learning. Increases in project based learning allowing real world projects and outcomes has been realized. Intervention teacher supports, training and turnover have been expressed as a concern.

Assessment and usage data from Nat Geo, My On, Tenmarks, ST Math and IXL math provide individual progress and are available for parents and teachers.

CGI data by student in CGI classes is used to formatively assess a student's mathematical reasoning and problem solving.

Attendance rates at sessions related to CGI, PBL and Design thinking were more than 2/3 of all teachers.

100% of 3rd, 4th, 5th and 6th grade teachers were trained in mathematical shifts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Costs of the Benchmark materials far exceeded budget allotment.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal is being modified to incorporate a broader definition of personalized learning based on feedback (Goal 5). Additional supports needed in social and emotional learning and mathematics for all learners (Goal 3).

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

EUSD reviewed quantitative and qualitative data to identify successes and next steps. Most of the measures used are publicly available through Data Quest, SARC reports,Single Plans for Student Achievement, or on our district website. In addition, the following metrics were used throughout the year:

- School attendance rates
- School discipline/ suspension data
- Facility inspection and walkthrough feedback
- CST proficiency rates
- CELDT progress
- English Learner reclassification rate including Long Term English Learner rate
- Teacher and parent survey data
- Guardians of foster youth interviews
- California Healthy Kids Survey
- School Accountability Report Cards
- Single Plans for Student Achievement Data
- University study findings
- Local measures
- Digital curriculum reports
- Teacher credential review

The Encinitas Union School District has a culture of close communication and collaboration with Stakeholders. During the LCAP process, EUSD engaged with these Stakeholders with the following outreach efforts:

- Collaboration around CCSS with Management and Board
- CCSS discussion, presentations, and trainings
- Ongoing improvement and development of website
- EUSD Twitter, Facebook, and Parent Link app
- Board workshop to discuss alignment of SPSA goals
- PTA presidents' meetings

- Teacher portal discussions
- Individual School Site Council and ELAC meetings
- Community Symposium
- Superintendent weekly podcast to board
- Board and staff access to Sharepoint portal
- Regular board and superintendent classroom walkthroughs
- Educational Services Team classroom visits
- Facility walks with Principals, Administrative Services, Superintendent, and Board
- School and central emails
- School communication packets/blasts/Peachjar
- Professional development for staff, including Personalized Professional Development (PPD)
- Email and phone calls
- Individual meetings
- District and site committees (green team, wellness, citizen's oversight, district advisory etc.)

EUSD continues to engage stakeholders around LCAP goals through forums committees, meetings, and presentations. Stakeholders from across the district have been engaged and involved in developing, reviewing, and supporting implementation of the LCAP through the following activities:

Parent Engagement Series:
9/18/17 Parenting with Positive Discipline Series #1 of 4
9/25/17 Parenting with Positive Discipline Series #2 of 4
10/2/17 Parenting with Positive Discipline Series #3 of 4
10/16/17 Parenting with Positive Discipline Series #4 of 4
10/18/17 Managing Your Digital World - Ocean Knoll
11/13/17 Parents-Helping-Parents Group
12/6/17 Juli Dixon Instructional Shifts for Math PDL
1/18/18 Managing Your Digital World - Capri
1/22/18 Parents-Helping-Parents Group
2/5/18 Raising Self-Reliant Children in a Self-Indulgent World Series #1 of 7
2/12/18 Raising Self-Reliant Children in a Self-Indulgent World Series #2 of 7
2/15/18 Capri Elementary LCAP Parent Coffee
2/26/18 Raising Self-Reliant Children in a Self-Indulgent World Series #3 of 7
3/1/18 Olivenhain Pioneer Elementary LCAP at SSC
3/1/18 Mission Estancia Elementary LCAP Principal's Chat
3/5/18 Raising Self-Reliant Children in a Self-Indulgent World Series #4 of 7
3/5/18 Park Dale Lane Elementary LCAP Principal's Chat

3/7/18 Managing Your Digital World- Olivenhain Pioneer
3/8/18 Ocean Knoll Elementary LCAP at SSC
3/12/18 Raising Self-Reliant Children in a Self-Indulgent World Series #5 of 7
3/19/18 Raising Self-Reliant Children in a Self-Indulgent World Series #6 of 7
3/23/18 El Camino Creek Elementary LCAP Principal's Chat
3/23/19 Paul Ecke Central Elementary LCAP Principal's Chat
3/26/18 Raising Self-Reliant Children in a Self-Indulgent World Series #7of 7
4/23/18 Parents-Helping-Parents Group
4/26/18 Flora Vista Elementary LCAP Principal's Chat
4/30/18 La Costa Heights Elementary LCAP Principal's Chat
5/11/18 Family Math Presentation FV

In A Snap Series- www.eusd.net:

October, 2017   Logging into Digital Programs at Home - District Office
November, 2017 Logging into TenMarks at Home - Mission Estancia Film Guild Students
December, 2017 Logging Students into PowerSchool at Home - Mission Estancia STAR Tech Students
January, 2018   EUSD Farm Lab ~ Design Thinking - La Costa Heights Film Guild Students
February, 2018 Speak UP ~ Project Tomorrow - Flora Vista 6th Grade Students
March,2018   EUSD's Daylit School - Mission Estancia 1st Grade Students
April/May, 2018 How to Prepare for CAASPP - Capri Film Guild Students

8/30/17, 8/31/17 Back to School Night(s)

DELAC:
10/17/17 Roles and Responsibilities, Bylaws, Elections
1/9/18 Parenting Workshop Power is in Education
1/16/18 Parenting Workshop How to Address Delicate Issues
1/23/18 Parenting Workshop Positive Discipline
1/24/18 EL Services/ELPAC Summative and Reclassification Process
2/6/18 Parenting Workshop Gang and Juvenile Delinquency Prevention
2/13/18 Parenting Workshop Drug and Alcohol Addiction Education
2/20/18 Violence, Bullying and internet Dangers
2/27/18 Mental Health, Emotional and Self-Esteem
3/6/18 Parent Recognition for Workshop Completion
3/28/18 LCAP and Needs Assessment
4/26/18 CARS Spring Report and Written Notification Requirements
5/15/18 Master Plan,Teacher and Instructional Aide Requirements

DAC (PAC):
11/14/17 Review DAC Roles and Responsibilities and Needs Assessment
3/13/18 LCAP Input
4/17/18 CARS Spring Report
6/12/18 School Updates, LCAP

Special Education Parent Advisory
6/14/18

September- October 2017 Superintendent and Educational Services District Update and Parent Outreach at all 9 schools
March- April 2018 Superintendent and Executive Cabinet Staff Meeting Input Sessions

Staff:
The following committees met several times this year around district goals–
Instructional Leadership Committee (ILC)(Principals)
Management Team
ELA/ELD Task Force
Administrator Triads

During LCAP implementation, EUSD reached out specifically for feedback to inform the annual update and plan development in the following ways:

A Conversation With Your School Board: Local Control and Accountability Plan Annual Progress Analysis and Parent Input
March 20, 2018 and March 29, 2018

LCAP staff input sessions were held at all nine sites:
2/15/18 LCAP staff input session held at Flora Vista Elementary
2/27/18 LCAP staff input session held at Mission Estancia Elementary
3/12/18 LCAP staff input session held at Ocean Knoll Elementary
3/13/18 LCAP staff input session held at El Camino Creek Elementary
3/21/18 LCAP staff input session held at La Costa Heights Elementary
3/21/18 LCAP staff input session held at Capri Elementary
3/22/18 LCAP staff input session held at Olivenhain Pioneer Elementary
3/22/18 LCAP staff input session held at Park Dale Lane Elementary
4/25/18 LCAP staff input session held at Paul Ecke Central Elementary

January-May 2018 Superintendent and Educational Services District Update and Teacher Outreach at individual schools (Teacher Needs Assessment)

3/28/18 Review and feedback from District Advisory Committee (AKA: PAC)

3/28/18 Review and feedback from District Advisory Committee (DELAC)

3/1/2018– 5/11/18 Surveys: Parent, Student, Certificated, and Classified including our TOE and COE Bargaining Units

Surveys:
Number of Parent Responses: 624, Certificated Responses: 128, Classified Responses: 69, Student Responses: 1963

Survey Questions and percent positive responses:
My child receives a well-balanced education in EUSD including the core subjects as well as enrichment opportunities 83%
EUSD engages families and the community using various communication tools, events and opportunities 86%
EUSD students are able to learn in safe and clean facilities 89%
EUSD hires, trains and retains high quality teachers and staff 82%
EUSD supports exemplary programs, a wide variety of high quality learning resources, and opportunities to provide personalized learning for the unique needs of diverse groups 74%

May 2018 Personal phone calls/interviews with EUSD foster and homeless parents

5/1/18 LCAP review with district Instructional Leadership Committee (ILC)

6/5/18 Public Hearing for LCAP

The LCAP was brought to the board for public hearing on 6/5/18.
The LCAP was approved 6/19/18.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Review of the data informed the alignment of school and district plans. Likewise, input summary and suggested action steps were considered in the revision of Encinitas USD's five LCAP goals.

*Please note that the following metrics are not reflected in this LCAP as they apply only to high school districts, and Encinitas USD serves only K-6 students.
- A-G requirements for UC system
- Career Technical Education sequences/clusters of study
- Advanced Placement exam pass
- Early Assessment Program
- Middle school dropout rates
- High school dropout rates
- High school graduation rates

Although the Encinitas Union School District does not receive any concentration or supplemental dollars with LCFF, the district is committed to allocating appropriate funding toward the attainment of the goals established in this LCAP supported by stakeholder input.
- Increased support for math differentiation (Goal 1, 5)
- Additional support for ELD services and continuation of ELD TOSA (Goal 1)
- Increased compensation for enrichment, teachers and intervention teachers for retention of high quality staff (Goal 4)
- Increased support of Social Emotional Learning (Goal 3)

Key Themes of 2018 Surveys:

2743 Surveys received! 1000 more than last year!

Overall Results from 2017 to 2018

Well balanced 74% to 83%

Engaged parents NA to 86%

Safe schools 86% and 89%

High quality staff NA to 82%

Personalization 63% to 74%

Teacher:
- High confidence in teaching state standards in a blended environment
- Need for more standards aligned materials especially in Science
- Support for ongoing professional development opportunities particularly PPD
- Support for PBL and Design thinking
- Desire for more time to plan projects
- Desire for more training with students who struggle academically, behaviorally and socially

Classified:
- Increases in positive customer services as a whole as a district
- Acknowledge opportunity to communicate and collaborate with others in similar positions
- Desire for more professional growth opportunities
- Feel input is heard and valued
- Would like more ongoing opportunities to provide input

Parents:
- Strong understanding of how students are performing academically
- Concerns about screen time
- Concerns regarding safety
- Value of Enrichment programs but concerns over the turn over teachers and desire for high quality
- Both positive examples and negative examples of instruction in mathematics
- More awareness needed around math instruction
- More supports for struggling and exceptional learners

*Math concerns

Students:
- Positive experience using iPads as learning tools
- Report network reliable majority of the time
- Majority of students are comfortable asking questions in class

Based on input the goals have been adjusted to add clarity. New goals are as follows:

Goal 1: Demonstrate high levels of learning in English Language Arts, Math, Science and History/Social Science.

Goal 2: Foster parent, staff and community engagement by involving them in District activities and keeping them informed through various forms of communication in order to

 enhance learning.

Goal 3: Maintain and improve safe, green and innovative learning spaces that promote health and wellness.

Goal 4: Train and retain highly qualified staff.

Goal 5: Ensure exemplary programs, a wide variety of high quality learning resources, and engaging opportunities to provide personalized learning for unique needs of diverse

 groups.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

EUSD students will demonstrate high levels of learning in English Language Arts, Math, Science and Social Science.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Academic Achievement, Teacher Collaboration, Common Core Implementation, Technology

Identified Need:

Encinitas USD uses multiple metrics to measure and monitor student achievement. Trend data indicates continuous improvement, yet with the transition to Common Core State Standards, student achievement emerged as an important continued focus goal for all stakeholder groups. Currently 76% in ELA and 73% in Math. Additional attention needed for instructional practices and resources for ELA, Math, ELD and NGSS to fully implement state standards. Additional emphasis on multi-tiered systems of support is needed.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. CAASPP	A. ELA CAASPP 77% Math CAASPP 71% EL ELA 23% EL Math 31%	Metric A: Schools will utilize local English Language Arts and Math standards aligned assessments built in the Key Data Systems Program to track progress. CAASPP data will be used to inform and improve student	Metric A: Schools will utilize local English Language Arts and Math standards aligned assessments built in the Key Data Systems Program to track progress. CAASPP data will be used to inform and improve student	Metric A: Schools will utilize local English Language Arts and Math standards aligned assessments built in the Key Data Systems Program to track progress. CAASPP data will be used to inform and improve student

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		progress in English Language Arts and Math: CAASPP English Language Arts will increase from 77% (all) to 79% (all) and from 23% (EL) to 33% (EL), Mathematics will increase from 71% (all) to 75% (all) and from 31% (EL) to 39% (EL) proficiency.	progress in English Language Arts and Math: CAASPP English Language Arts will increase from 76% (all) to 79% (all) and from 9% (EL) to 16% (EL), Mathematics will increase from 73% (all) to 75% (all) and from 17% (EL) to 20% (EL) proficiency.	progress in English Language Arts and Math: CAASPP English Language Arts will increase from 79% (all) to 81% (all) and from 16% (EL) to 25% (EL), Mathematics will increase from 75% (all) to 78% (all) and from 20% (EL) to 25% (EL) proficiency.
B. CA DASHBOARD	B. CA DASHBOARD Blue	Metric B: Encinitas USD will have a blue indicator for ELA and Math district wide on CA Dashboard.	Metric B: Encinitas USD will have a blue indicator for ELA and Math district wide CA Dashboard..	Metric B: Encinitas USD will have a blue indicator for ELA and Math district wide CA Dashboard..
C. Williams Report	C. No pending complaints	Metric C: All EUSD students will have access to standards aligned instructional materials as measured by annual audit of materials.	Metric C: All EUSD students will have access to standards aligned instructional materials as measured by annual audit of materials.	Metric C: All EUSD students will have access to standards aligned instructional materials as measured by annual audit of materials.
D. CELDT/ New ELPAC	D. CELDT/New ELPAC	Metric D: English Learner reclassification rate will increase from 12.7% to 15%, and Long Term English Learners will decrease from 2.5% to 1% (including	Metric D: English Learner reclassification rate will increase from 11.5% to 15%, and Long Term English Learners decrease to <1% (including students with special needs).	Metric D: English Learner reclassification rate will increase from 15% to 18%, and Long Term English Learners will remain <1% (including students with special needs).

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		students with special needs).		
E. CA DASHBOARD	E. CA DASHBOARD orange.	Metric E. EL progress on Dashboard will improve from orange to yellow. (CELDT)	Metric E. EL progress on Dashboard will improve from yellow to green. (Interim)	Metric E. EL progress on Dashboard will improve from green to blue. (ELPAC)
F. CAST	F. to be determined 2018	Metric F. NGSS progress on CAST test will establish baseline.	Metric F. NGSS progress on CAST test will increase 2% from baseline.	Metric F. NGSS progress on CAST test will increase 4% establish baseline.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1EUSD will provide an educational base program to included standards based instruction in all content areas for all students.	1.1 EUSD will provide an educational base program to included standards based instruction in all content areas for all students.	1.1 EUSD will provide an educational base program to included standards based instruction in all content areas for all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$31,089,200	$31,928,608	$32,790,681
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.2 Teachers will plan and monitor implementation of state standards through establishing, improving, and refining curriculum resources and maps demonstrating access to standards-aligned curriculum and development of quality local assessments.	1.2 Teachers will plan and monitor implementation of state standards through establishing, improving, and refining curriculum resources and maps demonstrating access to standards-aligned curriculum and development of quality local assessments to address multiple levels of support for diverse learners.	1.2 Teachers will plan and monitor implementation of state standards through establishing, improving, and refining curriculum resources and maps demonstrating access to standards-aligned curriculum and development of quality local assessments to address address multiple levels of support for diverse learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$109,995	$27,500	$27,500
Source	Teacher Effectiveness	Supplemental Concentration	Supplemental Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1.2.1 Provide all teachers with release days for curriculum mapping and assessment building with TOSA support. LCFF/Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries 1.2.1 Provide all teachers with one release day for project planning and assessment building with TOSA support to address multi-tiered systems of support. LCFF/Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries 1.2.1 Provide all teachers with one release day for project planning and assessment building with TOSA support to address multi-tiered systems of support. LCFF/Certificated Salaries and Benefits
Amount		$74,654	$74,654
Source		Supplemental Concentration	Supplemental Concentration
Budget Reference		4000-4999: Books And Supplies 1.2.2 Fund additional training, supports and materials to address differentiation needs of students in mathematics	4000-4999: Books And Supplies 1.2.2 Fund additional training, supports and materials to address differentiation needs of students in mathematics

Amount		$85,500	$85,500
Source		Supplemental Concentration	Supplemental Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries 1.2.3 Fund Cognitively Guided Instruction	1000-1999: Certificated Personnel Salaries 1.2.3 Fund Cognitively Guided Instruction

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.3 District will improve student educational performance through improved training, support, information and assistance for new teachers.	1.3 District will improve student educational performance through improved training, support, information and assistance for new teachers.	1.3 District will improve student educational performance through improved training, support, information and assistance for new teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$37,786	$38,806	$39,854
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.3.1 Fund the Beginning Teacher Support and Assessment (BTSA) Program. LCFF/Professional Services	5800: Professional/Consulting Services And Operating Expenditures 1.3.1 Fund the Beginning Teacher Support and Assessment (BTSA) Program. LCFF/Professional Services	5800: Professional/Consulting Services And Operating Expenditures 1.3.1 Fund the Beginning Teacher Support and Assessment (BTSA) Program. LCFF/Professional Services

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.4 District will improve use of district collaborative digital tools including an LMS, digital content and materials.	1.4 District will improve use of district collaborative digital tools including an LMS, digital content and materials.	1.4 District will improve use of district collaborative digital tools including an LMS, digital content and materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$52,968	$40,595	$41,813
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.4.1 Fund personnel to manage portal resources.	5800: Professional/Consulting Services And Operating Expenditures 1.4.1 Fund personnel to manage portal resources.	5800: Professional/Consulting Services And Operating Expenditures 1.4.1 Fund personnel to manage portal resources.

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

1.5 Teachers will assess students in the CAASPP assessment to track and monitor progress.	1.5 Teachers will assess students in the CAASPP assessment to track and monitor progress.	1.5 Teachers will assess students in the CAASPP assessment to track and monitor progress.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$29,934	$29,934	$29,934
Source	LCFF	Supplemental Concentration	Supplemental Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.5.1 Provide infrastructure, support, and tools such as keyboards and headphones necessary for daily work and state assessments. LCFF/Services and Operating Expenditures	5000-5999: Services And Other Operating Expenditures 1.5.1 Provide infrastructure, support, and tools such as keyboards and headphones necessary for daily work and state assessments. LCFF/Services and Operating Expenditures	5000-5999: Services And Other Operating Expenditures 1.5.1 Provide infrastructure, support, and tools such as keyboards and headphones necessary for daily work and state assessments.LCFF/Services and Operating Expenditures

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.6 District will maintain low class size in primary grades to enhance student achievement.	1.6 District will maintain low class size in primary grades to enhance student achievement.	1.6 District will maintain low class size in primary grades to enhance student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	see 1.1	see 1.1	see 1.1
Source	LCFF	LCFF	LCFF
Budget Reference	1.6.1 Allocate funds for class size reduction to 24 in primary grades. Included in base program.	1.6.1 Allocate funds for class size reduction to 24 in primary grades. Included in base program.	1.6.1 Allocate funds for class size reduction to 24 in primary grades. Included in base program.

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: Homeless

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.A Principals will closely monitor academic progress of targeted subgroups: Foster Youth, Homeless, Economically Disadvantaged Students, and English Learners and address mandated program improvement issues related dashboard and local metrics.	1.A Principals will closely monitor academic progress of targeted subgroups: Foster Youth, Homeless, Economically Disadvantaged Students, and English Learners and address mandated program improvement issues related dashboard and local metrics.	1.A Principals will closely monitor academic progress of targeted subgroups: Foster Youth, Homeless, Economically Disadvantaged Students, and English Learners and address mandated program improvement issues related dashboard and local metrics.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$83,017	$	$
Source	Supplemental Concentration		
Budget Reference	1.A.1 Allocate a district level administrator to assist principals with implementation and monitoring of state standards for targeted subgroup progress. Supplemental Concentration/Certificated Salaries and Benefits		
Amount	integrado	$75,526	$77,036
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	1.A.2 Fund a community liaison to assist in determining the needs of targeted subgroups. Supplemental Concentration/Classified Salaries and Benefits	1.A.2 Fund a community liaison to assist in determining the needs of targeted subgroups. Supplemental Concentration/Classified Salaries and Benefits	1.A.2 Fund a community liaison to assist in determining the needs of targeted subgroups. Supplemental Concentration/Classified Salaries and Benefits

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

1.B All schools will provide additional targeted intervention to English Learners and Economically Disadvantaged struggling students including strategic Newcomer Support, Reading Foundations and Reading Comprehension.

2018-19 Actions/Services

1.B All schools will provide additional targeted intervention to English Learners and Economically Disadvantaged struggling students including strategic Newcomer Support, Reading Foundations and Reading Comprehension.

2019-20 Actions/Services

1.B All schools will provide additional targeted intervention to English Learners and Economically Disadvantaged struggling students including strategic Newcomer Support, Reading Foundations and Reading Comprehension.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$438,019	$500,940	$500,940
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1.B.1 Implement and support district-wide tiered intervention for reading for struggling learners. Supplemental Concentration/ Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries 1.B.1 Implement and support district-wide tiered intervention for reading for struggling learners. Supplemental Concentration/ Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries 1.B.1 Implement and support district-wide tiered intervention for reading for struggling learners. Supplemental Concentration/ Certificated Salaries and Benefits
Amount	$57,070	$57,070	$57,070
Source	Title III	Title III	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries 1.B.2 EUSD will provide Summer School services for English Language learners to increase their reading, writing, listening and speaking.	1000-1999: Certificated Personnel Salaries 1.B.2 EUSD will provide Summer School services for English Language learners to increase their reading, writing, listening and speaking.	1000-1999: Certificated Personnel Salaries 1.B.2 EUSD will provide Summer School services for English Language learners to increase their reading, writing, listening and speaking.

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.C Teachers will plan and monitor implementation of ELA/ELD state standards through establishing, improving, and refining curriculum resources, demonstrating access to standards-aligned curriculum and development of quality local assessments.	1.C Teachers will plan and monitor implementation of ELA/ELD state standards through establishing, improving, and refining curriculum resources, demonstrating access to standards-aligned curriculum and development of quality local assessments.	1.C Teachers will plan and monitor implementation of ELA/ELD state standards through establishing, improving, and refining curriculum resources, demonstrating access to standards-aligned curriculum and development of quality local assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$23,972	$23,972	$23,972
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	1.C.1 Release teachers to participate in committees to pilot, select, and/or create resources for ELA/ELD Task Force. Supplemental Concentration/Certificated Salaries and Benefits	1.C.1 Release teachers to participate in committees to pilot, select, and/or create resources for ELA/ELD Task Force. Supplemental Concentration/Certificated Salaries and Benefits	1.C.1 Release teachers to participate in committees to pilot, select, and/or create resources for ELA/ELD Task Force. Supplemental Concentration/Certificated Salaries and Benefits
Amount	$90,102	$92,805	$95,311
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1.C.2 Fund the hiring of an ELA/ELD TOSA to support the use of new ELD materials and increase the use of effective ELD strategies.	1000-1999: Certificated Personnel Salaries 1.C.2 Maintain ELD TOSA to support implementation and coaching of effective ELD strategies	1000-1999: Certificated Personnel Salaries 1.C.2 Maintain ELD TOSA to support implementation and coaching of effective ELD strategies

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

1.D Teachers will plan and monitor implementation of state standards for English Learners through additional primary language resources.

2018-19 Actions/Services

1.D Teachers will plan and monitor implementation of state standards for English Learners through additional primary language resources.

2019-20 Actions/Services

1.D Teachers will plan and monitor implementation of state standards for English Learners through additional primary language resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$461,220	$5,000	$5,000
Source	Supplemental Concentration	Lottery	Lottery
Budget Reference	1.D.1 Purchase print, grade-level Spanish books. Supplemental Concentration/Books and Supplies	1.D.1 Purchase print, grade-level Spanish books. Supplemental Concentration/Books and Supplies	1.D.1 Purchase print, grade-level Spanish books. Supplemental Concentration/Books and Supplies

Amount		$15,000	$5,000
Source		Supplemental Concentration	Supplemental Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures 1.D.2 Purchase Progress Monitoring Software ELLEVATE to support informed instruction	5000-5999: Services And Other Operating Expenditures 1.D.2 Purchase enhancement package for ELLEVATE for instructional strategies.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Encinitas USD will foster parent, staff and community engagement by involving them in district activities and keeping them informed through various communication forms in order to enhance learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: Communication, Academic Achievement, Common Core Implementation, Technology

Identified Need:

Parent surveys, classified surveys, community forums, committee meetings, and focus group feedback served as the primary metrics to identify the need to further develop awareness, communication, involvement, and engagement of Encinitas USD parents and the community. Overall parent/community communication venues are in place, however, greater ways to foster parent engagement in understanding best instructional practices and research based pedagogy is a need. Parents expressed concerns with shifts in methods and technology advancements. Additional strategies for supporting parents in seeing education for the future are to be employed.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2A. Family engagement will increase by the percentage of families represented at Fall Parent Teacher conferences including unduplicated, special and exceptional needs..	2A. Approximately, 90% Attendance currently.	2A. Family engagement will increase by the percentage of families represented at Fall Parent Teacher conferences to 93% including unduplicated, special and exceptional needs.	2A. Family engagement will maintain an above 95% attendance rate at Fall Parent Teacher conferences including unduplicated, special and exceptional needs.	2A. Family engagement will maintain an above 95% attendance rate at Fall Parent Teacher conferences including unduplicated, special and exceptional needs.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2B. Family engagement will increase by the percentage of families represented at Spring Parent Teacher conferences including unduplicated, special and exceptional needs.	2B. Approximately 90% represented.	2B. Family engagement will increase by the percentage of families represented at Spring Parent Teacher conferences to 93%.	2B. Family engagement will increase by the percentage of families represented at Spring Parent Teacher conferences to 95%.	2B. Family engagement will increase by the percentage of families represented at Spring Parent Teacher conferences to 97%.
2C. Parents perception of their child receiving a well rounded education will increase as measured on yearly parent surveys.	2C. Parents perception of their child receiving a well rounded education will increase 86% as measured on yearly parent surveys.	2C. Parents perception of their child receiving a well rounded education will increase to 88% as measured on yearly parent surveys.	2C. Parents perception of their child receiving a well rounded education will increase to 88% as measured on yearly parent surveys.	2C. Parents perception of their child receiving a well rounded education will increase to 92% as measured on yearly parent surveys.
2D. Parents input will increase through a larger number of participants in specialized committees including SWD, Special Needs, Exceptional and EL.	2D. Currently committees may have one or the other parent group, but not necessarily all groups represented.	2D. DAC, DELAC, PTA Board will include include representatives from multiple subgroups.	2D. Maintain Committee membership with diverse groups.	2D. Maintain Committee membership with diverse groups.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Improve district communications with community through improved website and electronic communications.	2.1 Improve district communications with community through improved website and electronic communications.	2.1 Improve district communications with community through improved website and electronic communications.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$56,174	$57,690	$59,248
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries 2.1.2 Fund personnel to ensure communication: IT management of website and Parent Link district app. LCFF/Classified Salaries and Benefits	2000-2999: Classified Personnel Salaries 2.1.2 Fund personnel to ensure communication: IT management of website and Parent Link district app. LCFF/Classified Salaries and Benefits	2000-2999: Classified Personnel Salaries 2.1.2 Fund personnel to ensure communication: IT management of website and Parent Link district app. LCFF/Classified Salaries and Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.2 Provide families immediate access to district and student information. (WordPress)	2.2 Provide families immediate access to district and student information.	2.2 Provide families immediate access to district and student information. (WordPress)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,673	$15,873	$15,873
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures 2.2.1 Purchase system to provide families with portal access to information. LCFF/Professional Services	5000-5999: Services And Other Operating Expenditures 2.2.1 Purchase system to provide families with portal access to information. LCFF/Professional Services	5000-5999: Services And Other Operating Expenditures 2.2.1 Purchase system to provide families with portal access to information. LCFF/Professional Services
Amount	Integrado en los gastos de 1.4.3	Integrado en los gastos de 1.4.3	integrado
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2.2.2 Purchase new Learning Management System with family portal capabilities. LCFF/Professional Services	5800: Professional/Consulting Services And Operating Expenditures 2.2.2 Maintain new Learning Management System with family portal capabilities. LCFF/Professional Services	5800: Professional/Consulting Services And Operating Expenditures 2.2.2 Maintain Learning Management System with family portal capabilities. LCFF/Professional Service

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.3 Provide comprehensive family workshops, trainings, and meetings focused on improving and enhancing student learning for all subgroups.	2.3 Provide comprehensive family workshops, trainings, and meetings focused on improving and enhancing student learning for all ubgroups.	2.3 Provide comprehensive family workshops, trainings, and meetings focused on improving and enhancing student learning for all subgroups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$43,626	$44,062	$44,503
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 2.3.1 Provide staff to design workshops and training for workshops. LCFF/Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries 2.3.1 Provide staff to design workshops and training for workshops. LCFF/Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries 2.3.1 Provide staff to design workshops and training for workshops. LCFF/Certificated Salaries and Benefits
Amount		integrado	integrado
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries 2.3.2 Establish parent university with "courses" in conceptual understanding, differentiation, design-thinking and NGSS	1000-1999: Certificated Personnel Salaries 2.3.2 Establish parent university with "courses" in conceptual understanding, differentiation, design-thinking and NGSS

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Students to be Served selection here] | [Add Location(s) selection here] |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.A Improve district communications with community through improved print, website, and electronic communications.	2.A Improve district communications with community through improved print, website, and electronic communications.	2.A Improve district communications with community through improved print, website, and electronic communications.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,062	$1,500	$1,500
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2.A.1 Fund translation services for written and electronic communication for families of English Learners. Supplemental Concentration/ Professional Services	5800: Professional/Consulting Services And Operating Expenditures 2.A.1 Fund translation services for written and electronic communication for families of English Learners. Supplemental Concentration/ Professional Services	5800: Professional/Consulting Services And Operating Expenditures 2.A.1 Fund translation services for written and electronic communication for families of English Learners. Supplemental Concentration/ Professional Services

Amount		$5,000	$5,000
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 2.A.2 Fund personnel to create webpages and parent resources surrounding curriculum and instruction	5800: Professional/Consulting Services And Operating Expenditures 2.A.2 Fund personnel to create webpages and parent resources surrounding curriculum and instruction

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Grade Spans: Homeless

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.B Improve outreach and communication, and connect targeted families with resources and services.	2.B Improve outreach and communication, and connect targeted families with resources and services.	2.B Improve outreach and communication, and connect targeted families with resources and services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$74,045	Integrado	Integrado
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 2.B.1 Fund a community liaison to make personal connections with English Learner, Economically Disadvantaged, and Foster Youth. Supplemental Concentration/ Classified Salaries and Benefits	2000-2999: Classified Personnel Salaries 2.B.1 Fund a community liaison to make personal connections with English Learner, Economically Disadvantaged, and Foster Youth. Supplemental Concentration/ Classified Salaries and Benefits	2000-2999: Classified Personnel Salaries 2.B.1 Fund a community liaison to make personal connections with English Learner, Economically Disadvantaged, and Foster Youth. Supplemental Concentration/ Classified Salaries and Benefits

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2.C Provide comprehensive family workshops, trainings, and meetings focused on improving and enhancing student learning for targeted populations.	2.C Provide comprehensive family workshops, trainings, and meetings focused on improving and enhancing student learning for targeted populations.	2.C Provide comprehensive family workshops, trainings, and meetings focused on improving and enhancing student learning for targeted populations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$45,861	$46,320	$46,783
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2.C.1 Allocate a district level administrator to design workshops and training for parents/guardians of English Learner and economically disadvantaged youth. Supplemental Concentration/ Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries 2.C.1 Allocate a district level administrator to design workshops and training for parents/guardians of English Learner and economically disadvantaged youth. Supplemental Concentration/ Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries 2.C.1 Allocate a district level administrator to design workshops and training for parents/guardians of English Learner and economically disadvantaged youth. Supplemental Concentration/ Certificated Salaries and Benefits
Amount	$698	$698	$698
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	2.C.2 Provide childcare and materials at all family meetings. Supplemental Concentration/ Title-I/Professional Services	2.C.2 Provide childcare and materials at all family meetings. Supplemental Concentration/ Title-I/Professional Services	2.C.2 Provide childcare and materials at all family meetings. Supplemental Concentration/ Title-I/Professional Services

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth	LEA-wide	All Schools Specific Grade Spans: Homeless

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.D Liaison with SDCOE resources and community agencies to address specific needs of homeless and foster youth	2.D Liaison with SDCOE resources and community agencies to address specific needs of homeless and foster youth	2.D Liaison with SDCOE resources and community agencies to address specific needs of homeless and foster youth

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Embedded in 1.A and 2.B expenditures.	Embedded in 1.A and 2.B expenditures. in 1.1 and 2.2 expenditure	Embedded
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	2.D.1 Fund a community liaison to connect Foster Youth families with existing services and resources. Supplemental Concentration/ Classified Salaries and Benefits	2000-2999: Classified Personnel Salaries 2.D.1 Fund a community liaison to connect Foster Youth families with existing services and resources. Supplemental Concentration/ Classified Salaries and Benefits	2000-2999: Classified Personnel Salaries 2.D.1 Fund a community liaison to connect Foster Youth families with existing services and resources. Supplemental Concentration/ Classified Salaries and Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Encinitas USD will maintain and improve safe, green, and innovative learning environments that engage students and promote health and wellness.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	Safety, Health and Wellness, Teacher Collaboration, Global Competencies, Green Restructuring

Identified Need:

Facility walk reviews, California Healthy Kids Survey results, CA Fitnessgram, university studies, attendance data, suspension and expulsion data, and community forums served as the primary metrics to identify needs to maintain and further improve engaging learning environments and promote health and wellness. Additional measures are needed to increase safety and wellness progress. Additional supports for social and emotional learning were added.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Facility Inspection Tool	A. FIT Score is 100% 8/9	Metric A: As measured by the 2017-18 Facility Inspection Tool (FIT), Encinitas USD will maintain a score of 100% in all eight evaluation categories at all nine Encinitas USD schools. Encinitas USD will maintain	Metric A: As measured by the 2018-19 Facility Inspection Tool (FIT), Encinitas USD will maintain a score of 100% in all eight evaluation categories at all nine Encinitas USD schools. Encinitas USD will maintain	Metric A: As measured by the 2018-19 Facility Inspection Tool (FIT), Encinitas USD will maintain a score of 100% in all eight evaluation categories at all nine Encinitas USD schools. Encinitas USD will maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		"Exemplary" school rating level at all schools.	"Exemplary" school rating level at all schools.	"Exemplary" school rating level at all schools.
B. Work Completion Documents	B. Six of nine schools have been completed.	Metric B: By the end of the 2017-18, nine of nine Encinitas USD schools will have completed "green" upgrades.	Metric B: By the end of the 2018-19, nine of nineEncinitas USD schools will maintain "green" upgrades.	Metric B: By the end of the 2019-20, nine of nine Encinitas USD schools will maintain "green" upgrades.
C. California Healthy Kids Survey	C. CHKS is at 95%	Metric C: The California Healthy Kids Survey will not be administered in 2017-18.	Metric C: The California Healthy Kids Survey will be administered in the spring of 2019. Students reporting feeling safe at school will increase from 95% to 100%.	Metric C: The California Healthy Kids Survey will not be administered in 2019-2020.
D. CA Dashboard	D. CA Dashboard is blue.	Metric D: As measured by the California Department of Education Suspension and Expulsion Rates Report on the CA Dashboard will remain blue and expulsion rate will remain at 0%.	Metric D: As measured by the California Department of Education Suspension and Expulsion Rates Report on the CA Dashboard will remain blue and expulsion rate will remain at 0%.	Metric D: As measured by the California Department of Education Suspension and Expulsion Rates Report on the CA Dashboard will remain blue andexpulsion rate will remain at 0%.
E. Attendance Data	E. Attendance Data is at 95%	Metric E: As measured by district attendance data for 2017-18, Encinitas USD attendance will remain at or above 95%.	Metric E: As measured by district attendance data for 2018-19, Encinitas USD attendance will remain at or above 95%.	Metric E: As measured by district attendance data for 2019-20, Encinitas USD attendance will remain at or above 95%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
F. Attendance Data	F. Attendance Data chronic absenteeism 8%.	Metric F: As measured by district attendance data for 2017-18, chronic absenteeism will be below 10%.	Metric F: As measured by district attendance data for 2018-19, chronic absenteeism will be below 7%.	Metric F: As measured by district attendance data for 2019-20, chronic absenteeism will be below 5%.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 Improve and provide green upgrades to all school site facilities.	3.1 Improve and provide green upgrades to all school site facilities.	3.1 Improve and provide green upgrades to all school site facilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,619,762	$1,592,217	$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999: Capital Outlay 3.1.1 Provide facility upgrades. (Prop P)	6000-6999: Capital Outlay 3.1.1 Maintain Facilities	6000-6999: Capital Outlay 3.1.1 Maintain Facilities

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.2 District will conduct a safety audit and implement safety improvements at all nine campuses.	3.2 District will conduct a safety audit and implement safety improvements at all nine campuses.	3.2 District will conduct a safety audit and implement safety improvements at all nine campuses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$64,091	$25,500	$25,500
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3.2.2 Costs for safety improvements. LCFF/Services and Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures 3.2.2 Costs for safety improvements. LCFF/Services and Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures 3.2.2 Costs for safety improvements. LCFF/Services and Operating Expenditures

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students with Disabilities Specific Student Groups: Students With Disabilities	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.3 District will ensure the proper learning environment for students with special needs.	3.3 District will ensure the proper learning environment for students with special needs.	3.3 District will ensure the proper learning environment for students with special needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$451,936	$460,000	$460,000
Source	LCFF	LCFF	LCFF
Budget Reference	3.3.1 Allocate funds for transportation for special education students needing an alternative learning environment. LCFF/Professional Services	3.3.1 Allocate funds for transportation for special education students needing an alternative learning environment. LCFF/Professional Services	3.3.1 Allocate funds for transportation for special education students needing an alternative learning environment. LCFF/Professional Services

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.4 Encinitas USD will provide all students Grades K-6 access to a broad course of study inclusive of District and Site Enrichment teachers	3.4 Encinitas USD will provide all students Grades K-6 access to a broad course of study inclusive of District and Site Enrichment teachers.	3.4 Encinitas USD will provide all students Grades K-6 access to a broad course of study inclusive of District and Site Enrichment teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$977,501	$1,041,526	$1,051,941
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 3.4.1 Fund certificated teachers to deliver enrichment.	1000-1999: Certificated Personnel Salaries 3.4.1 Fund certificated teachers to deliver enrichment and provide an additional step for returning teachers.	1000-1999: Certificated Personnel Salaries 3.4.1 Fund certificated teachers to deliver enrichment and provide an additional step for returning teachers.
Amount		$60,000	$60,000
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries 3.4.3 District will fund support for piloting SEL materials and tiered support for two sites in order to scale up in future years at other sites.	1000-1999: Certificated Personnel Salaries 3.4.3 District will fund support for piloting SEL materials and tiered support for two sites in order to scale up in future years at other sites.

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.5 District will provide green and innovative learning environments that engage students.	3.5 District will provide green and innovative learning environments that engage students.	3.5 District will provide green and innovative learning environments that engage students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$45,129	$45,129	$45,129
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3.5.1 Fund external green consultants to continually find ways to improve facilities and learning environments. LCFF/Professional Services	5800: Professional/Consulting Services And Operating Expenditures 3.5 District will provide green and innovative learning environments that engage students.	5800: Professional/Consulting Services And Operating Expenditures 3.5 District will provide green and innovative learning environments that engage students.

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.6 District will continually upgrade technology infrastructure to enable flexible and innovative learning spaces.	3.6 District will continually upgrade technology infrastructure to enable flexible and innovative learning spaces.	3.6 District will continually upgrade technology infrastructure to enable flexible and innovative learning spaces.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$461,691	$474,156	$486,959
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries 3.6.1 Allocate ongoing technology infrastructure funding for staffing and materials to all sites. LCFF/Classified Salaries and Benefits	2000-2999: Classified Personnel Salaries 3.6.1 Allocate ongoing technology infrastructure funding for staffing and materials to all sites. LCFF/Classified Salaries and Benefits	2000-2999: Classified Personnel Salaries 3.6.1 Allocate ongoing technology infrastructure funding for staffing and materials to all sites. LCFF/Classified Salaries and Benefits

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.7 Encinitas USD will develop a farm space to provide students innovative experiences around design, research, engineering, art, math, science, and nutrition and provide farm to lunch table produce.	3.7 Encinitas USD will develop a farm space to provide students innovative experiences around design, research, engineering, art, math, science, and nutrition and provide farm to lunch table produce.	3.7 Encinitas USD will develop a farm space to provide students innovative experiences around design, research, engineering, art, math, science, and nutrition and provide farm to lunch table produce.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$126,342	$126,342	$126,342
Source	LCFF	LCFF	LCFF
Budget Reference	3.7.1 Allocate funds for utilities and farming needs of Encinitas USD farm. LCFF/Services and Operating Expenditures	3.7.1 Allocate funds for utilities and farming needs of Encinitas USD farm. LCFF/Services and Operating Expenditures	3.7.1 Allocate funds for utilities and farming needs of Encinitas USD farm. LCFF/Services and Operating Expenditures
Amount	$131,016	$134,553	$137,245
Source	LCFF	LCFF	LCFF
Budget Reference	3.7.2 Fund classified staff /director to support and monitor the farm. LCFF/Classified Salaries and Benefits	3.7.2 Fund classified staff/ director to support and monitor the farm. LCFF/Classified Salaries and Benefits	3.7.2 Fund classified staff/ director to support and monitor the farm. LCFF/Classified Salaries and Benefits

Amount	$123,990	$125,230	$126,483
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 3.7.3 Fund a certificated resource teacher to develop curriculum and deliver lessons at Farm Lab. State Source/ Mandated Cost/ Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries 3.7.3 Fund a certificated resource teacher to develop curriculum and deliver lessons at Farm Lab. State Sources/Mandated Cost/Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries 3.7.3 Fund a certificated resource teacher to develop curriculum and deliver lessons at Farm Lab. State Sources/Mandated Cost/Certificated Salaries and Benefits

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.8 District will provide additional support for school gardens.	3.8 District will provide additional support for school gardens.	3.8 District will provide additional support for school gardens.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$28,797	$29,575	$30,373
Source	LCFF	LCFF	LCFF
Budget Reference	3.8.1 District will provide additional grounds staffing to support school gardens. LCFF/Classified Salaries and Benefits	3.8.1 District will provide additional grounds staffing to support school gardens. LCFF/Classified Salaries and Benefits	3.8.1 District will provide additional grounds staffing to support school gardens. LCFF/Classified Salaries and Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Encinitas USD will train and retain highly qualified staff to facilitate the personal and academic success of each student.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)

Local Priorities: Teacher Collaboration, Academic Achievement, Common Core Implementation, Global Competencies

Identified Need:

Teacher surveys, staff meetings, community forums, and association meetings served as the primary metrics to identify a need for teacher training and retention of highly trained, highly qualified staff. With recent investments in teacher training around new standards and technology, it is critical to retain existing staff. Increasing compensation and training were identified areas of need.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Credential Audit	A. 100% of Classroom teachers HQT	Metric A: Encinitas USD will maintain current 100% highly qualified teaching staff in appropriate teaching assignments in 2017-18 as measured by credential audits and assignment reviews pursuant to CA	Metric A: Encinitas USD will maintain current 100% highly qualified teaching staff in appropriate teaching assignments in 2018-19 as measured by credential audits and assignment reviews pursuant to CA	Metric A: Encinitas USD will maintain current 100% highly qualified teaching staff in appropriate teaching assignments in 2019-20 as measured by credential audits and assignment reviews pursuant to CA

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Education Code 44258.9.	Education Code 44258.9.	Education Code 44258.9.
B. TOSA Logs/sign ins	A.Less than 10% of teachers have been trained.	Metric B: 100% of teachers will be trained in new ELA and ELD materials and strategies for the implementation of content and language standards for all students including English Learners by meetings, agendas, and training notices.	Metric B: 100% of teachers will be trained in ELA and ELD materials and strategies for the implementation of content and language standards for all students including English Learners by meetings, agendas, and training notices.	Metric B: 100% of teachers will be trained in ELA and ELD materials and strategies for the implementation of content and language standards for all students including English Learners by meetings, agendas, and training notices.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.1 Encinitas USD will retain highly qualified teachers to facilitate the personal and academic success of each student.	4.1 Encinitas USD will retain highly qualified teachers to facilitate the personal and academic success of each student.	4.1 Encinitas USD will retain highly qualified teachers to facilitate the personal and academic success of each student.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,003,466	$1,003,466	$1,003,466
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 4.1.1 Provide ongoing cost of 4% 2014-15 negotiated salary increase for all Encinitas USD teachers. LCFF/Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries 4.1.1 Provide ongoing cost of 4% 2014-15 negotiated salary increase for all Encinitas USD teachers. LCFF/Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries 4.1.1 Provide ongoing cost of 4% 2014-15 negotiated salary increase for all Encinitas USD teachers. LCFF/Certificated Salaries and Benefits
Amount	$508,084	$508,084	$508,084
Source	LCFF	LCFF	LCFF
Budget Reference	4.1.2 Provide ongoing cost of 2% negotiated 2015-16 salary increase for all Encinitas USD teachers. LCFF/Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries 4.1.2 Provide ongoing cost of 2% negotiated 2015-16 salary increase for all Encinitas USD teachers. LCFF/Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries 4.1.2 Provide ongoing cost of 2% negotiated 2015-16 salary increase for all Encinitas USD teachers. LCFF/Certificated Salaries and Benefits

Amount		$696,739	$715,551
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries 4.1.3 Provide ongoing costs of 2.5% negotiated 2017-2018 salary increase for all Encinitas USD teachers.	1000-1999: Certificated Personnel Salaries 4.1.3 Provide ongoing costs of 2.5% negotiated 2017-2018 salary increase for all Encinitas USD teachers.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.2 Encinitas USD will ensure a well maintained wireless environment to support the academic success of each student.	4.2 Encinitas USD will ensure a well maintained wireless environment to support the academic success of each student.	4.2 Encinitas USD will ensure a well maintained wireless environment to support the academic success of each student.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Integrado	Integrado	Integrado
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries 4.2.1 Hire adequate tech to provide timely support for technology implementation and repair for personalized learning support. LCFF/Classified Salaries and Benefits See 3.6.1	2000-2999: Classified Personnel Salaries 4.2.1 Hire adequate tech to provide timely support for technology implementation and repair for personalized learning support. LCFF/Classified Salaries and Benefits See 3.6.1	2000-2999: Classified Personnel Salaries 4.2.1 Hire adequate tech to provide timely support for technology implementation and repair for personalized learning support. LCFF/Classified Salaries and Benefits See 3.6.1

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.3 The Encinitas USD will provide quality professional development to teachers.	4.3 The Encinitas USD will provide quality professional development to teachers.	4.3 The Encinitas USD will provide quality professional development to teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$78,000	$78,000
Source	Teacher Effectiveness	Title II	Title II
Budget Reference	4.3.1 Provide release time for teachers to participate in ongoing professional development around CCSS and digital curriculum implementation. LCFF/Certificated Salaries and Benefits	4.3.1 Provide release time for teachers to participate in ongoing professional development around CCSS including CGI and Juli Dixon and Personalized Learning. LCFF/Certificated Salaries and Benefits	4.3.1 Provide release time for teachers to participate in ongoing professional development around CCSS including CGI and Juli Dixon and Personalized Learning. LCFF/Certificated Salaries and Benefits
Amount	$137,500	$100,000	$100,000
Source	Teacher Effectiveness	Supplemental Concentration	Supplemental Concentration
Budget Reference	4.3.2 Provide additional compensation for teachers to attend optional "choice" trainings. LCFF/Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries 4.3.2 Provide additional compensation for teachers to attend optional "choice" trainings. LCFF/Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries 4.3.2 Provide additional compensation for teachers to attend optional "choice" trainings. LCFF/Certificated Salaries and Benefits
Amount		$100,000	$100,000
Source		Supplemental Concentration	Supplemental Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries 4.3.3 Provide inclusion instructional support and coaching for teachers with students with special needs mainstreamed in their classes by a specifically trained TOSA	1000-1999: Certificated Personnel Salaries 4.3.3 Provide inclusion instructional support and coaching for teachers with students with special needs mainstreamed in their classes by a specifically trained TOSA

Amount		embedded	embedded
Source		LCFF	LCFF
Budget Reference		2000-2999: Classified Personnel Salaries 4.3.4 Provide training and coaching for instructional aides working with students with special needs	2000-2999: Classified Personnel Salaries 4.3.4 Provide training and coaching for instructional aides working with students with special needs

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Paul Ecke Central and Capri Elementary

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.A The Encinitas USD will provide adequate Dual Language teachers to maintain alternate program for English Learner Students.	4.A The Encinitas USD will provide adequate Dual Language teachers to maintain alternate program for English Learner Students.	4.A The Encinitas USD will provide adequate Dual Language teachers to maintain alternate program for English Learner Students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$165,734	$ 215,454	$221,271
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 4.A.1 Provide 2 additional FTEs to account for primary to upper grade transition of DLI programs. Supplemental/Concentration/ Certificated Salaries and Benefits.	1000-1999: Certificated Personnel Salaries 4.A.1 Provide 2 additional FTEs to account for primary to upper grade transition of DLI programs. Supplemental/Concentration/ Certificated Salaries and Benefits.	1000-1999: Certificated Personnel Salaries 4.A.1 Provide 2 additional FTEs to account for primary to upper grade transition of DLI programs. Supplemental/Concentration/ Certificated Salaries and Benefits.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 5

Encinitas USD will ensure exemplary programs, a wide variety of high quality learning resources, and engaging opportunities to provide personalized learning for the unique needs of diverse groups.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities: Academic Achievement, Common Core Implementation, Technology

Identified Need:

Parent and student surveys, digital curriculum data, staff meetings, community forums, committee input, and focus group feedback served as the primary metrics to identify a need for quality personalized programs and resources. There is strong support for continuing our Enrichment activities and working to keep existing enrichment teachers. (Goal 3.4.1) Additionally, addressing differentiation needs for all students including exceptional learners. (Goal 1.A.3) Another need was progress monitoring tools for systems of support including ELA and EL progress. (Goal 5.B)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Report Cards & Enrichment Schedules	A. Broad course of study offered at 100% of sites as per report cards and schedules.	Metric A: The Encinitas USD will provide all students Grades K-6 access to a broad course of study prescribed by the local governing through access to standards-aligned instructional	Metric A: The Encinitas USD will provide all students Grades K-6 access to a broad course of study prescribed by the local governing through access to standards-aligned instructional	Metric A: The Encinitas USD will provide all students Grades K-6 access to a broad course of study prescribed by the local governing through access to standards-aligned instructional

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		materials including Enrichment.	materials including Enrichment..	materials including Enrichment..
B. District Offerings List and student work samples	B. Each site has a minimum of three action/pathways offerings including Film Guild, Green Team, SOAR and SWPPP and access of digital methods	Metric B:The Encinitas USD will provide all students (including but not limited to unduplicated and exceptional students) personalized and individualized learning opportunities through digital resources, increased CTE pathways, and project based learning.	Metric B:The Encinitas USD will provide all students (including but not limited to unduplicated and exceptional students) personalized and individualized learning opportunities through digital resources, increased CTE pathways, and project based learning.	Metric B:The Encinitas USD will provide all students (including but not limited to unduplicated and exceptional students) personalized and individualized learning opportunities through digital resources, increased CTE pathways, and project based learning.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.1 The Encinitas USD will provide all students Grades K-6 access to a broad course of study prescribed by the local governing through access to standards-aligned instructional materials and personalized learning opportunities through digital curriculum programs.	5.1 The Encinitas USD will provide all students Grades K-6 access to a broad course of study prescribed by the local governing through access to standards-aligned instructional materials and personalized learning opportunities through digital curriculum programs.	5.1 The Encinitas USD will provide all students Grades K-6 access to a broad course of study prescribed by the local governing through access to standards-aligned instructional materials and personalized learning opportunities through digital curriculum programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$323,308	$308,000	$308,000
Source	Lottery	Lottery	Lottery
Budget Reference	5.1.1 Provide ongoing access to standards-aligned digital curriculum resources. State Source/Lottery/ Mandated Cost/ Professional Services	5.1.1 Provide ongoing access to standards-aligned digital curriculum resources. State Source/Lottery/ Mandated Cost/ Professional Services	5.1.1 Provide ongoing access to standards-aligned digital curriculum resources. State Source/Lottery/ Mandated Cost/ Professional Services

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Specific Student Groups: Exceptional	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

5.2 Teachers will facilitate personalize learning opportunity through digital curriculum programs.

2018-19 Actions/Services

5.2 Teachers will facilitate personalize learning opportunity through digital curriculum programs, project based learning and tiered systems of support including advanced learners.

2019-20 Actions/Services

5.2 Teachers will facilitate personalize learning opportunity through digital curriculum programs, project based learning and tiered systems of support including advanced learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$102,210	$104,970	$107,804
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 5.2.1 Fund a certificated resource teacher to support teachers with digital curriculum implementation. State Source/ Mandated Cost/Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries 5.2.1 Fund a certificated resource teacher to support teachers with digital curriculum implementation. State Source/ Mandated Cost/Certificated Salaries and Benefits	1000-1999: Certificated Personnel Salaries 5.2.1 Fund a certificated resource teacher to support teachers with digital curriculum implementation. State Source/ Mandated Cost/Certificated Salaries and Benefits

Amount	Embedded	Embedded	Embedded
Source	LCFF	LCFF	LCFF
Budget Reference	5.2.3 Maintain a Learning Management System to provide greater capability for personalized learning. LCFF/Professional Services	5.2.3 Maintain a Learning Management System to provide greater capability for personalized learning. LCFF/Professional Services	5.2.3 Maintain a Learning Management System to provide greater capability for personalized learning. LCFF/Professional Services
Amount		embedded	embedded
Source		Supplemental Concentration	Supplemental Concentration
Budget Reference		4000-4999: Books And Supplies 5.2.4 Provide differentiation training, materials and supplies to support teachers in implementing personalized learning.	4000-4999: Books And Supplies 5.2.4 Provide differentiation training, materials and supplies to support teachers in implementing personalized learning.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.3 The district will ensure students and staff have adequate equipment for the implementation of a personalized digital curriculum.	5.3 The district will ensure students and staff have adequate equipment for the implementation of a personalized digital curriculum.	5.3 The district will ensure students and staff have adequate equipment for the implementation of a personalized digital curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$137,769	$150,000	$150,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies 5.3.1 Continue technology refresh fund for additional devices, equipment, accessories, repairs, and infrastructure as needed. Local Sources/Books and Supplies	4000-4999: Books And Supplies 5.3.1 Continue technology refresh fund for additional devices, equipment, accessories, repairs, and infrastructure as needed. Local Sources/Books and Supplies	4000-4999: Books And Supplies 5.3.1 Continue technology refresh fund for additional devices, equipment, accessories, repairs, and infrastructure as needed. Local Sources/Books and Supplies

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.A Encinitas USD will ensure that Foster and Homeless Youth have timely access to digital resources and programs.	5.A Encinitas USD will ensure that Foster and Homeless Youth have timely access to digital resources and programs.	5.A Encinitas USD will ensure that Foster and Homeless Youth have timely access to digital resources and programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Integrado en los gastos de 1.A y 2.B	Integrado en los gastos de 1.A y 2.B	Integrado
Source	Supplemental Concentration	Supplemental Concentration	Supplemental Concentration
Budget Reference	5.A.1 Fund liaison to assist in the facilitation of resources for Foster Youth. Supplemental/Concentration/ Classified Salaries and Benefits	5.A.1 Fund liaison to assist in the facilitation of resources for Foster Youth. Supplemental/Concentration/ Classified Salaries and Benefits	5.A.1 Fund liaison to assist in the facilitation of resources for Foster Youth. Supplemental/Concentration/ Classified Salaries and Benefits

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: English Learners

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.B Encinitas USD will ensure adequate ELD materials.	5.B Encinitas USD will ensure adequate ELD materials.	5.B Encinitas USD will ensure adequate ELD materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$embedded	$10,000	$10,000
Source	Supplemental Concentration	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies 5.B.1 Purchase supplemental ELD materials.	4000-4999: Books And Supplies 5.B.1 Purchase supplemental ELD materials.	4000-4999: Books And Supplies 5.B.1 Purchase supplemental ELD materials.
Amount		$26,930	$26,930
Source		Supplemental Concentration	Supplemental Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 5.B.2 Purchase Literably reading progress monitoring system and train teachers in its use	5800: Professional/Consulting Services And Operating Expenditures 5.B.2 Purchase Literably reading progress monitoring system and train teachers in its use
Amount		embedded	embedded
Source		Supplemental Concentration	Supplemental Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 5.B.3 Purchase ELLevate software for progress monitoring of EL students (1.D.2)	5800: Professional/Consulting Services And Operating Expenditures 5.B.3 Purchase ELLevate software for progress monitoring of EL students (1.D.2)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,416,733	3.5%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The Encinitas Union School District is committed to allocating existing funding to the attainment of the goals established in this LCAP plan supported by stakeholder input. Steps needed for targeted subgroups to be successful in meeting or exceeding the LCAP identified goals were identified, action steps were determined, and the budget necessary was allocated. Using research from Kate Kinella's evidenced based principles and the Institute of Education Sciences, the Education Department's research agency, we are implementing the following teaching practices deemed effective in teaching academic content to ELLs:

*Teach a set of academic vocabulary words intensively, over several days and a variety of activities.
*Integrate instruction in spoken and written English into content-area teaching, such as using science laboratory reports to teach writing in English.
*Provide ongoing, structured chances to develop writing skills.
*Provide small-group interventions for students struggling with specific problems in literacy or language development.
*Academic conversations across content areas

In order to best embed this practice, a TOSA using Knights and Toll's instructional coaching models we will utilized. This is consistent with the transfer of skills model found to be most effective. This work began this past year, but still needs additional support and coaching to truly become an embedded practice and culture.

The following services and actions were determined necessary for our targeted subgroups:

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In orders to support foster and homeless youth, having resources beyond the school day is critical. For Foster and Homeless Youth: staff to monitor progress, and a community liaison for outreach and support, and personalized "anytime" digital curriculum/additional resources. (Goal 5) This helps support the ongoing practice of skills and connection to families.

In order to improve to ensure all English learners are responding to first instruction a system of assessment for frequent, formative assessment is needed. For English Learners and redesignated fluent English proficient pupils: staff to monitor progress, and a community liaison for outreach and support, translation and interpretation services for families, targeted parent workshops (with childcare), teacher release time for targeted specific training and collaboration, and personalized "anytime" digital curriculum/additional resources. Increased ELD strategies and support for teachers and students with the support of an ELD ToSA to insure standards implementation. (Goal 1)

Our families have asked for additional training and support in how to help their children at home. In order to increase their support at home and extend the learning across settings, there will be increased outreach and improved district communication and parent universities (Goal 2).

District personnel and referrals report greater social and emotional needs of students and teachers need more strategies. A common language and a system of tiered support will address the gap in social emotional learning (SEL) and inclusion. (Goal 3)

Due to the complexity in teaching two academic languages smaller class sizes are needed in upper grade dual immersion classes. Increased support for Dual Language Immersion Teachers including increasing staff will allow for program progression and collaboration. (Goal 4)

Increased opportunities for progress monitoring and reviewing student achievement on a regular basis will be supported with new universal screeners and tools (Goal 1 Action 2 and Goal 2, Action 5). Assessments will allow interventions to foster learning with consistent monitoring of CAASPP progress. Maintaining a high quality multi-tiered system of support includes having universal tools to screen, plan and address various levels within the classroom. It is necessary to provide progress monitoring tools for both English Language Arts (Literably) and English Language Development (ELLEVATE). (Goals 1 and 5)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

For low income pupils: staff to monitor progress with additional intervention, targeted parent workshops (with childcare), teacher release time for targeted specific training and collaboration, and personalized "anytime" digital curriculum/additional resources. (Goal 5)

Proportionality percentage for 18–19 is 3.50% which calculates to be a total of $1,416,733. Detailed above as applied to low income pupils, foster youth, and English learners exceeds this amount. Unduplicated pupils are receiving increased and improved services through targeted resources and support. Administrators, family liaison, interventions, materials, and targeted procedures are all part of actions employed to serve these students.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,159,403	3.04%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The Encinitas Union School District is committed to allocating existing funding to the attainment of the goals established in this LCAP plan supported by stakeholder input. Steps needed for targeted subgroups to be successful in meeting or exceeding the LCAP identified goals were identified, action steps were determined, and the budget necessary was allocated. Using research from Kate Kinella's evidenced based principles and the Institute of Education Sciences, the Education Department's research agency, we are implementing the following teaching practices deemed effective in teaching academic content to ELLs:

*Teach a set of academic vocabulary words intensively, over several days and a variety of activities.

*Integrate instruction in spoken and written English into content-area teaching, such as using science laboratory reports to teach writing in English.

*Provide ongoing, structured chances to develop writing skills.

*Provide small-group interventions for students struggling with specific problems in literacy or language development.

In order to best embed this practice, a TOSA using Knights and Toll's instructional coaching models we will utilized. This is consistent with the transfer of skills model found to be most effective.
https://education.ky.gov/teachers/PGES/TPGES/Documents/What%20Good%20Coaches%20Do.pdf

The following services and actions were determined necessary for our targeted subgroups:

For Foster and Homeless Youth: staff to monitor progress, and a community liaison for outreach and support, and personalized "anytime" digital curriculum/additional resources. (Goal 5)

For English Learners and redesignated fluent English proficient pupils: staff to monitor progress, and a community liaison for outreach and support, translation and interpretation services for families, targeted parent workshops (with childcare), teacher release time for targeted specific training and collaboration, and personalized "anytime" digital curriculum/additional resources. Increased ELD strategies and support for teachers and students with the support of an ELD ToSA to insure standards implementation. (Goal 1)

There will be increased improved district communication (Goal 2).

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Increased support for DLI Teachers including increasing staff to allow for program progression and collaboration. (Goal 4)

For low income pupils: staff to monitor progress with additional intervention, targeted parent workshops (with childcare), teacher release time for targeted specific training and collaboration, and personalized "anytime" digital curriculum/additional resources. (Goal 5)

District-wide services are principally directed toward unduplicated pupils, although may be combined with other services/resources or expand to additional students. (Goal 5)

Proportionality percentage for 17–18 is 3.0% which calculates to be a total of $1,159,403 Detailed above as applied to low income pupils, foster youth, and English learners exceeds this amount. Unduplicated pupils are receiving increased and improved services through targeted resources and support. Administrators, family liaison, interventions, materials, and targeted procedures are all part of actions employed to serve these students.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds
> 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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services
> Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.
For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:
- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
   A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
   B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
   C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
   A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
   B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
   A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
   B. How the school district will promote parental participation in programs for unduplicated pupils; and
   C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
   A. Statewide assessments;
   B. The Academic Performance Index;
   C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
   D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
   E. The English learner reclassification rate;
   F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
   A. School attendance rates;
   B. Chronic absenteeism rates;
   C. Middle school dropout rates;
   D. High school dropout rates; and
   E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS
Guiding Questions: Annual Review and Analysis

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 *EC* 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 school sites 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?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	44,842,439.00	43,148,748.00	43,148,748.00	40,582,924.00	39,914,948.00	123,646,620.00
	0.00	0.00	0.00	0.00	0.00	0.00
LCFF	34,583,716.00	35,487,383.00	41,107,145.00	38,708,121.00	38,039,849.00	117,855,115.00
Lottery	275,000.00	323,308.00	323,308.00	323,000.00	323,000.00	969,308.00
Other	8,499,516.00	5,619,762.00	0.00	0.00	0.00	0.00
Supplemental Concentration	1,170,707.00	1,383,730.00	1,383,730.00	1,416,733.00	1,417,029.00	4,217,492.00
Teacher Effectiveness	257,500.00	277,495.00	277,495.00	0.00	0.00	277,495.00
Title II	0.00	0.00	0.00	78,000.00	78,000.00	156,000.00
Title III	56,000.00	57,070.00	57,070.00	57,070.00	57,070.00	171,210.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	44,842,439.00	43,148,748.00	43,148,748.00	40,582,924.00	39,914,948.00	123,646,620.00
	1,557,220.00	393,585.00	2,305,890.00	1,241,666.00	1,246,666.00	4,794,222.00
1000-1999: Certificated Personnel Salaries	33,462,689.00	35,005,375.00	34,246,774.00	36,738,274.00	37,642,888.00	108,627,936.00
2000-2999: Classified Personnel Salaries	676,364.00	751,723.00	591,910.00	531,846.00	546,207.00	1,669,963.00
4000-4999: Books And Supplies	450,000.00	598,989.00	137,769.00	234,654.00	234,654.00	607,077.00
5000-5999: Services And Other Operating Expenditures	52,900.00	126,342.00	45,607.00	60,807.00	50,807.00	157,221.00
5800: Professional/Consulting Services And Operating Expenditures	143,750.00	652,972.00	201,036.00	183,460.00	185,726.00	570,222.00
6000-6999: Capital Outlay	8,499,516.00	5,619,762.00	5,619,762.00	1,592,217.00	8,000.00	7,219,979.00

* Totals based on expenditure amounts in goal and annual update sections.

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	44,842,439.00	43,148,748.00	43,148,748.00	40,582,924.00	39,914,948.00	123,646,620.00
		0.00	0.00	0.00	0.00	0.00	0.00
	LCFF	1,053,220.00	45,607.00	1,246,175.00	750,470.00	753,960.00	2,750,605.00
	Lottery	275,000.00	323,308.00	323,308.00	313,000.00	313,000.00	949,308.00
	Supplemental Concentration	61,500.00	24,670.00	568,907.00	100,196.00	101,706.00	770,809.00
	Teacher Effectiveness	167,500.00	0.00	167,500.00	0.00	0.00	167,500.00
	Title II	0.00	0.00	0.00	78,000.00	78,000.00	156,000.00
1000-1999: Certificated Personnel Salaries	LCFF	32,285,010.00	33,848,077.00	33,339,993.00	35,512,685.00	36,408,513.00	105,261,191.00
1000-1999: Certificated Personnel Salaries	Supplemental Concentration	1,031,679.00	822,733.00	739,716.00	1,168,519.00	1,177,305.00	3,085,540.00
1000-1999: Certificated Personnel Salaries	Teacher Effectiveness	90,000.00	277,495.00	109,995.00	0.00	0.00	109,995.00
1000-1999: Certificated Personnel Salaries	Title III	56,000.00	57,070.00	57,070.00	57,070.00	57,070.00	171,210.00
2000-2999: Classified Personnel Salaries	LCFF	602,336.00	677,678.00	517,865.00	531,846.00	546,207.00	1,595,918.00
2000-2999: Classified Personnel Salaries	Supplemental Concentration	74,028.00	74,045.00	74,045.00	0.00	0.00	74,045.00
4000-4999: Books And Supplies	LCFF	450,000.00	137,769.00	137,769.00	150,000.00	150,000.00	437,769.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	0.00	10,000.00	10,000.00	20,000.00
4000-4999: Books And Supplies	Supplemental Concentration	0.00	461,220.00	0.00	74,654.00	74,654.00	149,308.00
5000-5999: Services And Other Operating Expenditures	LCFF	52,900.00	126,342.00	45,607.00	15,873.00	15,873.00	77,353.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration	0.00	0.00	0.00	44,934.00	34,934.00	79,868.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	140,250.00	651,910.00	199,974.00	155,030.00	157,296.00	512,300.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Concentration	3,500.00	1,062.00	1,062.00	28,430.00	28,430.00	57,922.00
6000-6999: Capital Outlay	LCFF	0.00	0.00	5,619,762.00	1,592,217.00	8,000.00	7,219,979.00
6000-6999: Capital Outlay	Other	8,499,516.00	5,619,762.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
			Total Expenditures by Goal			
Goal 1	31,182,159.00	32,473,283.00	32,473,283.00	32,995,910.00	33,854,265.00	99,323,458.00
Goal 2	206,345.00	237,139.00	237,139.00	171,143.00	173,605.00	581,887.00
Goal 3	10,836,230.00	8,030,255.00	8,030,255.00	4,114,228.00	2,557,972.00	14,702,455.00
Goal 4	1,801,205.00	1,844,784.00	1,844,784.00	2,701,743.00	2,726,372.00	7,272,899.00
Goal 5	816,500.00	563,287.00	563,287.00	599,900.00	602,734.00	1,765,921.00

* Totals based on expenditure amounts in goal and annual update sections.
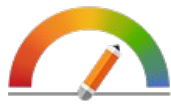
Encinitas Union Elementary

Fall 2017 Dashboard Report

https://caschooldashboard.org/#/Details/37680800000000/3/EquityReport

Equity Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release:**
Fall 2017

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism ⬈	N/A	N/A	N/A
Suspension Rate (K-12)	(blue)	10	0
English Learner Progress (1-12)	(orange)	1	1
English Language Arts (3-8)	(green)	7	3
Mathematics (3-8)	(blue)	7	3

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels:

(red) Red (Lowest Performance)   (orange) Orange   (yellow) Yellow   (green) Green   (blue) Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Status and Change Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release:**

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No   **Fall 2017**

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism ⧉	N/A	N/A	N/A
Suspension Rate (K-12)	🔵	Very Low 0.3%	Maintained -0.1%
English Learner Progress (1-12)	🟠	Low 64.7%	Declined -8.7%
English Language Arts (3-8)	🟢	Very High 48.9 points above level 3	Declined -8.2 points
Mathematics (3-8)	🔵	Very High 39.5 points above level 3	Maintained -1.5 points

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Detailed Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release:**
Fall 2017

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

State Indicators

English Learner Progress Indicator (Grades K-12)

2015	2016	2017
67.4%	73.4%	64.7%
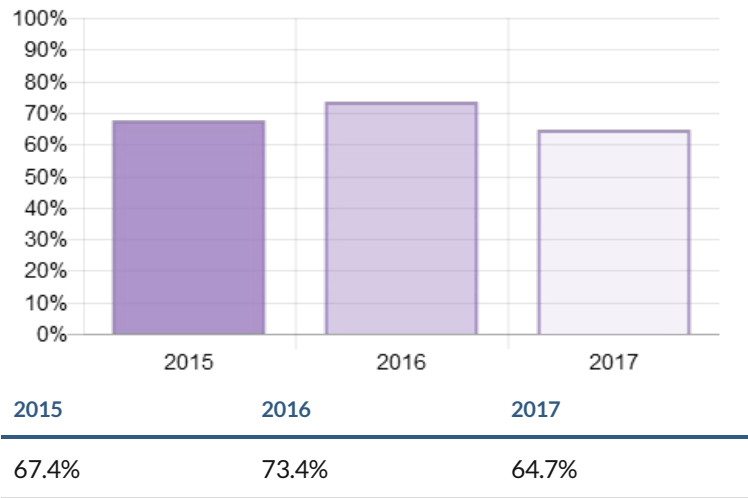
The percent of English Learners who made progress towards English proficiency.

Suspension

2015	2016	2017
0.3% (18)	0.3% (17)	0.3% (14)
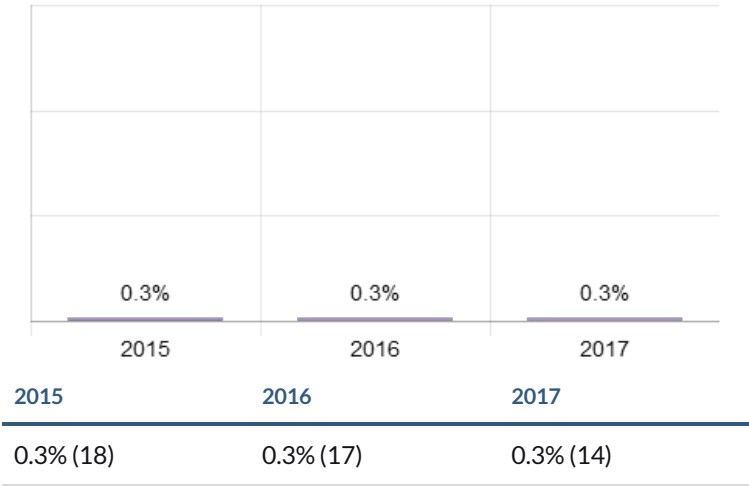
Academic Indicators (Grades 3-8): Distance from Level 3
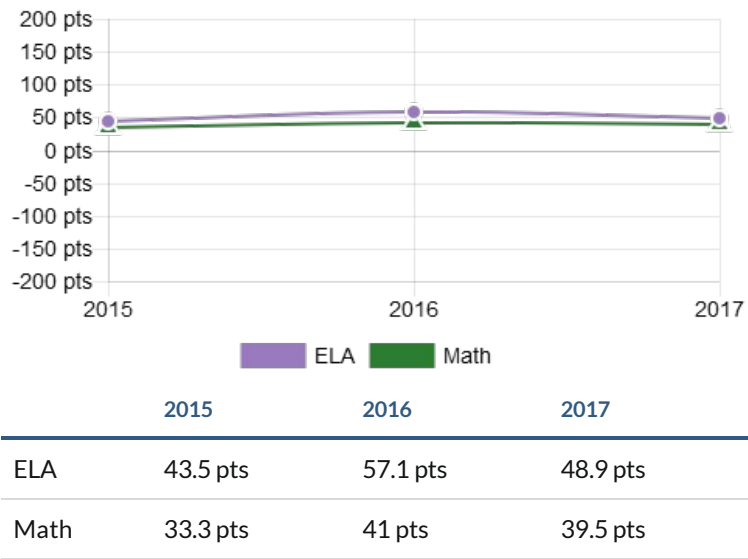
	2015	2016	2017
ELA	43.5 pts	57.1 pts	48.9 pts
Math	33.3 pts	41 pts	39.5 pts

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met

Student Group Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Foster Youth:** 0.1%   **Grade Span:** K-6   **Charter School:** No

Dashboard Release:

Fall 2017

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	Blue	Blue	*	Blue	Blue	Green	Blue	*	Blue	Blue	Green	*	Blue	Blue
English Learner Progress (1-12)	Orange	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)	Green	Orange	*	*	Orange	Orange	*	*	Green	*	Yellow	*	Green	Green
Mathematics (3-8)	Blue	Orange	*	*	Orange	Orange	*	*	Green	*	Yellow	*	Blue	Blue

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Suspension Rate Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release:**
Fall 2017

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students	🔵	5,488	Very Low 0.3%	Maintained -0.1%
English Learners	🔵	565	Very Low 0.4%	Maintained -0.2%
Foster Youth		10	*	*
Homeless	🔵	29	Very Low 0%	Maintained 0%
Socioeconomically Disadvantaged	🔵	919	Very Low 0.4%	Maintained -0.1%
Students with Disabilities	🟢	778	Low 0.9%	Declined -0.5%
African American	🔵	55	Very Low 0%	Maintained 0%
American Indian		22	Very Low 0%	Maintained 0%
Asian	🔵	224	Very Low 0.5%	Maintained 0%
Filipino	🔵	43	Very Low 0%	Maintained 0%
Hispanic	🟢	1,206	Low 0.7%	Maintained 0%
Pacific Islander		9	*	*
Two or More Races	🔵	229	Very Low 0%	Declined -0.4%
White	🔵	3,699	Very Low 0.1%	Maintained -0.1%

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Graduation Rates Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%

Dashboard Release:
Fall 2017

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data). Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students		0	*	*
English Learners		0	*	*
Foster Youth		0	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		0	*	*
Students with Disabilities		0	*	*
African American		0	*	*
American Indian		0	*	*
Asian		0	*	*
Filipino		0	*	*
Hispanic		0	*	*
Pacific Islander		0	*	*
Two or More Races		0	*	*
White		0	*	*

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

College/Career Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313 **Socioeconomically Disadvantaged:** 14.5% **English Learners:** 9.8% **Dashboard Release:**
Fall 2017

Foster Youth: 0.1% **Grade Span:** K-6 **Charter School:** No

This report shows the status level for student groups on the College/Career Indicator. Select any of the underlined student groups for more detailed information. A color-coded performance level will be reported for the first time in the fall of 2018.

	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	0	*	N/A
English Learners	N/A	0	*	N/A
Foster Youth	N/A	0	*	N/A
Homeless	N/A	0	*	N/A
Socioeconomically Disadvantaged	N/A	0	*	N/A
Students with Disabilities	N/A	0	*	N/A
African American	N/A	0	*	N/A
American Indian	N/A	0	*	N/A
Asian	N/A	0	*	N/A
Filipino	N/A	0	*	N/A
Hispanic	N/A	0	*	N/A
Pacific Islander	N/A	0	*	N/A
Two or More Races	N/A	0	*	N/A
White	N/A	0	*	N/A

Assessment Performance Results	Number of Students	Status	Change

Performance Levels:

🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Language Arts Assessment Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release:**
Fall 2017

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students	●	2,924	Very High 48.9 points above level 3	Declined -8.2 points
English Learners	●	341	Low 36.5 points below level 3	Declined Significantly -16.1 points
Foster Youth		2	*	*
Homeless		11	High 17.8 points above level 3	Increased Significantly +60.8 points
Socioeconomically Disadvantaged	●	475	Low 25.3 points below level 3	Declined -12.1 points
Students with Disabilities	●	476	Low 20.5 points below level 3	Declined -9.4 points
African American		27	High 37.7 points above level 3	Declined Significantly -17.4 points
American Indian		14	Very High 64.6 points above level 3	Maintained +0.3 points
Asian	●	116	Very High 83.6 points above level 3	Declined -3.8 points
Filipino		19	Very High 52.1 points above level 3	Maintained +1 points
Hispanic	●	622	Medium 4.3 points above level 3	Declined -3.8 points
Pacific Islander		5	*	*
Two or More Races	●	135	Very High 76.8 points above level 3	Declined -9.8 points
White	●	1,986	Very High 58.9 points above level 3	Declined -9.5 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	142	High 33.8 points above level 3	Declined -11 points
EL - EL Only	199	Very Low 86.6 points below level 3	Declined -8.9 points
English Only	2,462	Very High 58.9 points above level 3	Declined -8.3 points

California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	13	61.5%	30.8%	7.7%

Performance Levels:

 Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	13	61.5%	30.8%	7.7%

Math Assessment Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release:**

Fall 2017

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

	Student Performance	Number of Students	Status	Change
All Students	🔵	2,921	Very High 39.5 points above level 3	Maintained -1.5 points
English Learners	🟠	341	Low 35.3 points below level 3	Declined -10.5 points
Foster Youth		2	*	*
Homeless		11	Medium 4.2 points below level 3	Increased Significantly +16.8 points
Socioeconomically Disadvantaged	🟠	475	Low 31 points below level 3	Maintained -2.9 points
Students with Disabilities	🟠	474	Low 32.1 points below level 3	Declined -5.2 points
African American		27	High 26 points above level 3	Maintained +2.4 points
American Indian		14	High 15.1 points above level 3	Declined -12.8 points
Asian	🟢	116	Very High 80.4 points above level 3	Declined -4.9 points
Filipino		19	Very High 59.7 points above level 3	Increased Significantly +22.6 points
Hispanic	🟡	622	Medium 6.5 points below level 3	Maintained +0.7 points
Pacific Islander		5	*	*
Two or More Races	🔵	135	Very High 66.8 points above level 3	Maintained -0.3 points
White	🔵	1,983	Very High 49.8 points above level 3	Maintained -1.9 points

Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only	142	High 25 points above level 3	Maintained -2.5 points
EL - EL Only	199	Low 78.3 points below level 3	Declined -7.7 points
English Only	2,459	Very High 48.5 points above level 3	Maintained -0.8 points

California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	11	72.7%	27.3%	0%

Performance Levels:

 Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	11	72.7%	27.3%	0%

All Students Student Group Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release:**

Fall 2017

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

This report shows the performance levels for All Students on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⬀	N/A	N/A	N/A
Suspension Rate (K-12)	🔵	Very Low 0.3%	Maintained -0.1%
English Language Arts (3-8)	🟢	Very High 48.9 points above level 3	Declined -8.2 points
Mathematics (3-8)	🔵	Very High 39.5 points above level 3	Maintained -1.5 points

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

English Learners Student Group Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release:**

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No   **Fall 2017**

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⧉	N/A	N/A	N/A
Suspension Rate (K-12)	🔵	Very Low 0.4%	Maintained -0.2%
English Learner Progress (1-12)	🟠	Low 64.7%	Declined -8.7%
English Language Arts (3-8)	🟠	Low 36.5 points below level 3	Declined Significantly -16.1 points
Mathematics (3-8)	🟠	Low 35.3 points below level 3	Declined -10.5 points

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Socioeconomically Disadvantaged Student Group Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release:**
Fall 2017

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

This report shows the performance levels for Socioeconomically Disadvantaged on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ↗	N/A	N/A	N/A
Suspension Rate (K-12)	🔵	Very Low 0.4%	Maintained -0.1%
English Language Arts (3-8)	🟠	Low 25.3 points below level 3	Declined -12.1 points
Mathematics (3-8)	🟠	Low 31 points below level 3	Maintained -2.9 points

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Students with Disabilities Student Group Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release:**
Fall 2017

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

This report shows the performance levels for Students with Disabilities on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⧉	N/A	N/A	N/A
Suspension Rate (K-12)	🟢	Low 0.9%	Declined -0.5%
English Language Arts (3-8)	🟠	Low 20.5 points below level 3	Declined -9.4 points
Mathematics (3-8)	🟠	Low 32.1 points below level 3	Declined -5.2 points

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

American Indian Student Group Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%

Dashboard Release:
Fall 2017

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

This report shows the performance levels for American Indian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⧉	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Language Arts (3-8)		Very High 64.6 points above level 3	Maintained +0.3 points
Mathematics (3-8)		High 15.1 points above level 3	Declined -12.8 points

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Asian Student Group Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release:**
Fall 2017

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

This report shows the performance levels for Asian on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⬏	N/A	N/A	N/A
Suspension Rate (K-12)	🔵	Very Low 0.5%	Maintained 0%
English Language Arts (3-8)	🟢	Very High 83.6 points above level 3	Declined -3.8 points
Mathematics (3-8)	🟢	Very High 80.4 points above level 3	Declined -4.9 points

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

African American Student Group Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release: Fall 2017**

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

This report shows the performance levels for African American on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⧉	N/A	N/A	N/A
Suspension Rate (K-12)	(blue icon)	Very Low 0%	Maintained 0%
English Language Arts (3-8)		High 37.7 points above level 3	Declined Significantly -17.4 points
Mathematics (3-8)		High 26 points above level 3	Maintained +2.4 points

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Filipino Student Group Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release:**
Fall 2017

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

This report shows the performance levels for Filipino on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 🔗	N/A	N/A	N/A
Suspension Rate (K-12)	🔵	Very Low 0%	Maintained 0%
English Language Arts (3-8)		Very High 52.1 points above level 3	Maintained +1 points
Mathematics (3-8)		Very High 59.7 points above level 3	Increased Significantly +22.6 points

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Pacific Islander Student Group Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%

Dashboard Release:
Fall 2017

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

This report shows the performance levels for Pacific Islander on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⤤	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Two or More Races Student Group Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313 **Socioeconomically Disadvantaged:** 14.5% **English Learners:** 9.8% **Dashboard Release:**

Fall 2017

Foster Youth: 0.1% **Grade Span:** K-6 **Charter School:** No

This report shows the performance levels for Two or More Races on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 🔗	N/A	N/A	N/A
Suspension Rate (K-12)	🔵	Very Low 0%	Declined -0.4%
English Language Arts (3-8)	🟢	Very High 76.8 points above level 3	Declined -9.8 points
Mathematics (3-8)	🔵	Very High 66.8 points above level 3	Maintained -0.3 points

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

White Student Group Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release:**
Fall 2017

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

This report shows the performance levels for White on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⬈	N/A	N/A	N/A
Suspension Rate (K-12)	🔵	Very Low 0.1%	Maintained -0.1%
English Language Arts (3-8)	🟢	Very High 58.9 points above level 3	Declined -9.5 points
Mathematics (3-8)	🔵	Very High 49.8 points above level 3	Maintained -1.9 points

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Hispanic Student Group Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release:**
Fall 2017

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

This report shows the performance levels for Hispanic on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism 🔗	N/A	N/A	N/A
Suspension Rate (K-12)	🟢	Low 0.7%	Maintained 0%
English Language Arts (3-8)	🟡	Medium 4.3 points above level 3	Declined -3.8 points
Mathematics (3-8)	🟡	Medium 6.5 points below level 3	Maintained +0.7 points

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Foster Youth Student Group Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release:**

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No   **Fall 2017**

This report shows the performance levels for Foster Youth on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism ⬈	N/A	N/A	N/A
Suspension Rate (K-12)		*	*
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Homeless Student Group Report

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release:**
Fall 2017

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

This report shows the performance levels for Homeless on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Student Performance	Status	Change
Chronic Absenteeism [↗]	N/A	N/A	N/A
Suspension Rate (K-12)	✳	Very Low 0%	Maintained 0%
English Language Arts (3-8)		High 17.8 points above level 3	Increased Significantly +60.8 points
Mathematics (3-8)		Medium 4.2 points below level 3	Increased Significantly +16.8 points

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

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Local Data Submitted for Priority 1 (Basics)

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

Dashboard Release:

Fall 2017

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This page displays the information submitted by the local educational agency on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:

[LEA Submission] 0%

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:

[LEA Submission] 0%

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies):

[LEA Submission] 0

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Local Data Submitted for Priority 2 (Implementation of Academic Standards)

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release: Fall 2017**

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This page displays the information submitted by the local educational agency on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs chose to either provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools, or to complete the reflection tool.

Option 2: Reflection Tool (Completed by Encinitas Union Elementary)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[LEA Submission] 4 – Full Implementation

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] 2 – Beginning Development

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] 4 – Full Implementation

Next Generation Science Standards

[LEA Submission] 3 – Initial Implementation

History-Social Science

[LEA Submission] 1 - Exploration and Research Phase

2. Local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[LEA Submission] 4 – Full Implementation

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] 2 – Beginning Development

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] 4 – Full Implementation

Next Generation Science Standards

[LEA Submission] 2 – Beginning Development

History-Social Science

[LEA Submission] 1 - Exploration and Research Phase

3. Local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

[LEA Submission] 4 – Full Implementation

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] 1 - Exploration and Research Phase

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] 3 – Initial Implementation

Next Generation Science Standards

[LEA Submission] 2 – Beginning Development

History-Social Science

[LEA Submission] 1 - Exploration and Research Phase

Other Adopted Academic Standards

4. Local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

[LEA Submission] 5 – Full Implementation and Sustainability

Health Education Content Standards

[LEA Submission] 4 – Full Implementation

Physical Education Model Content Standards

[LEA Submission] 4 – Full Implementation

Visual and Performing Arts

[LEA Submission] 4 – Full Implementation

World Language

[LEA Submission] 5 – Full Implementation and Sustainability

Support for Teachers and Administrators

5. The local educational agency's success at engaging in the following activities with teachers and school administrators during the 2015-16 school year (including summer 2015).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

[LEA Submission] 4 – Full Implementation

Identifying the professional learning needs of individual teachers

[LEA Submission] 4 – Full Implementation

Providing support for teachers on the standards they have not yet mastered

[LEA Submission] 4 – Full Implementation

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

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Local Data Submitted for Priority 3 (Parent Engagement)

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%

Dashboard Release:
Fall 2017

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

Self-Reflection Tool for Parent Engagement (Priority 3)

This page displays the information submitted by the local educational agency on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of its progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures. As part of the response, the local educational agency was asked to describe why it chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

The local educational agency administered a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), and was asked to summarize the following:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

[LEA Submission] Surveys are an important part of our regular data analysis and reflection process as we gather input from all stakeholders including all employee groups, students and parents. Some of the key findings from the 2016/2017 data is listed below: -Over 90% of parents attended parent conferences in the Spring -86% of parents feel like their children are getting a well balanced education -85% of parents note that they feel the district efforts to engage parents are appropriate Opportunities to participate: Functioning District Advisory Committee, ELACs, DELACs, as well as SSC at each site, monthly district PTA Presidents' Meetings, Principal Chats, Site Parent Green Teams and Advisories, District LCAP input meeting -Parent Engagement Series sent out via video and site specific options -Focus areas determined by parent, teacher and school input include: Mathematics and English Language Learners as noted in LCAP.

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

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Local Data Submitted for Priority 6 (Local Climate Survey)

Encinitas Union Elementary - San Diego County

Enrollment: 5,313   **Socioeconomically Disadvantaged:** 14.5%   **English Learners:** 9.8%   **Dashboard Release: Fall 2017**

Foster Youth: 0.1%   **Grade Span:** K-6   **Charter School:** No

School Climate (Priority 6)

This page displays the information submitted by the local educational agency on the local performance indicator for school climate (Priority 6).

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and he public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12).

[LEA Submission] Climate surveys are given to all stakeholder groups and include questions regarding facilities and safety. Also noted is the use of the California Healthy Kids Survey. -92% of parents noted they feel EUSD schools are safe and clean. -Fit Reports demonstrate schools are in good repair On the California Healthy Kids Survey 15/16 5th graders noted the following: -Overall positive school connectedness (high & moderate) 97% -School Engagement and Supports School connectedness (high & moderate) 97% -Caring adult relationships (high & moderate) 97% -High expectations (high & moderate) 98% -School Safety Feel safe at school 83% -Females report higher connectedness than males

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

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Encinitas Union Elementary School District

List of Schools

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.

School Name ▲	Suspension Rate ⇕	English Learner Progress ⇕	English Language Arts ⇕	Mathematics ⇕	Graduation Rate ⇕
Encinitas Union Elementary	Blue	Orange	Green	Blue	
Capri Elementary	Blue	Green	Green	Blue	
El Camino Creek Elementary	Blue		Green	Green	
Flora Vista Elementary	Green		Green	Green	
La Costa Heights Elementary	Blue		Blue	Blue	
Mission Estancia Elementary	Yellow		Green	Blue	
Ocean Knoll Elementary	Blue	Red	Blue	Blue	
Olivenhain Pioneer Elementary	Blue		Green	Blue	
Park Dale Lane Elementary	Blue	Red	Yellow	Yellow	
Paul Ecke-Central Elementary	Green	Red	Green	Green	

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

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