Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	San Pasqual Union elementary		
Contact Name and Title	Shannon Hargrave Superintendent/Principal	Email and Phone	shannon.hargrave@sanpasqualunion.net (760) 745-4931

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Shouts of "Saints Soar!" exemplify the dynamic collaboration of strong leadership, community partnership, student achievement, and inspired teaching. San Pasqual Union (SPU) reflects all that is best in Escondido's past, present, and promise. Nestled in the San Pasqual Valley, the architecture of the facility hearkens to a time when community members were summoned to the barn for celebrations and festivities. SPU provides a setting for interactive educational programs, assemblies and school/community events. Our 'farm-like' setting celebrates our California heritage and inspires the SPU staff to foster well-rounded, well-planned, healthy and positive learning environment. Currently, SPU has over 33% inter-district transfers, which is an indictor of a positive school climate and a broad course of study. The school was designed to meet the needs of a growing and thriving community. In 2000, the district built a $15 million, 27-acre facility. At the heart of our campus is our Saint's Plaza and Red Barn that host celebrations, athletic events, drama productions, and music programs. SPU's modern facilities include 29 classrooms, including two science labs, an art room, multi-purpose barn/gym, professional development room, teacher workroom/lounge, and conference rooms. Our grounds are spacious with 18 acres of athletic fields, playgrounds and gardens.

San Pasqual Union School strives to build long-term relationships with families and community. Together, we are committed to providing a nurturing, inspiring, and rigorous educational program for all students. We embrace California State Standards and teachers work collaboratively to develop pacing guides and curriculum to engage students in critical thinking. We are proud of our academic achievements. 2015-2016 SBAC/CAASPP scores reflect 69% of students in ELA and 55% of students in Math *Met or Exceeded*. Our scores reflect academic excellence above the county and state averages.

Enrollment: 558   **Socioeconomically Disadvantaged:** 17%   **English Learners:** 12%   **Foster Youth:** N/A   **Grade Span:** K-8   **Reporting Year:** Spring 2017

Charter School: No

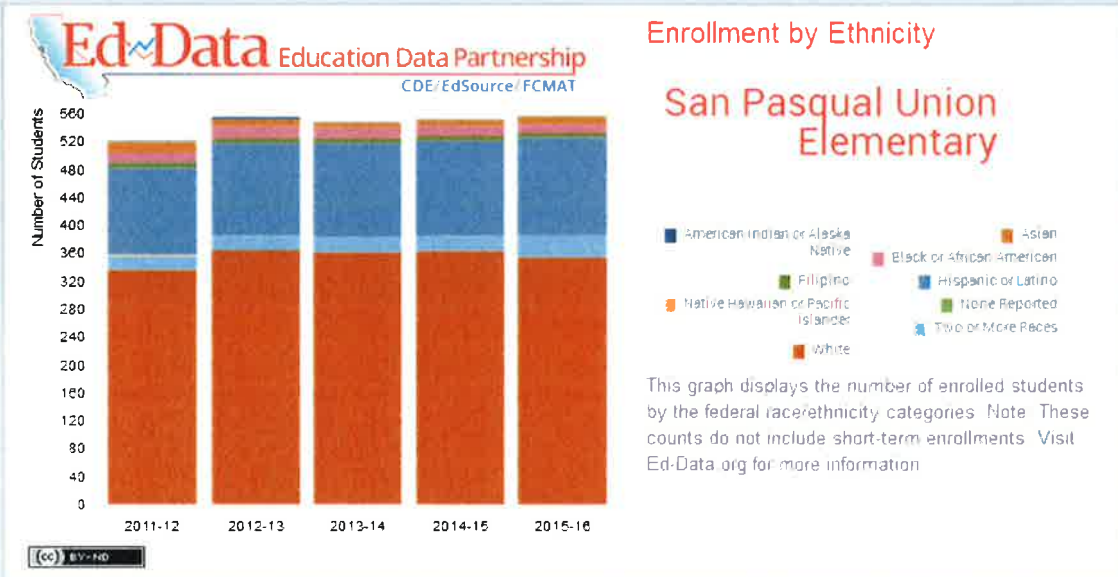| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

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.

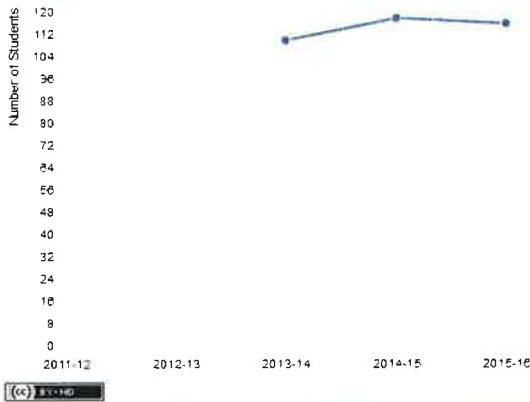| State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	🟢	🟠	N/A	N/A	🟡	🟢	*	*	*	*	🟡	•	•	🔵
English Learner Progress (K-12)	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
English Language Arts (3-8)	🟢	🟡	N/A	N/A	🟡	🟡	*	*	*	*	🟢	•	•	🔵
Mathematics (3-8)	🟢	🔴	N/A	N/A	🟡	*	*	*	*	*	🟢	*	•	🟢

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

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.

• The District employs 66 faculty members and has a student enrollment of approximately 553. Student demographics are 63.6% White, 25.1% Hispanic or Latino, and 11.3% Other. Of these 553 students, 75 students (13.5%) are English Learners, 47 (8.5%) are Special Education, and 87 (15.7%) are Socioeconomically disadvantaged. Students, staff, and families are encouraged to S.O.A.R. ~ Self-Control, On-task, Acceptance, Respect. We believe in building people of character and support six core ethical values: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Students and staff who exemplify these traits are honored throughout the year.

Ed~Data Education Data Partnership
CDE/EdSource/FCMAT

Enrollment by Ethnicity

San Pasqual Union Elementary

■ American Indian or Alaska Native
■ Asian
■ Black or African American
■ Filipino
■ Hispanic or Latino
■ Native Hawaiian or Pacific Islander
■ None Reported
■ Two or More Races
■ White

This graph displays the number of enrolled students by the federal race/ethnicity categories. Note: These counts do not include short-term enrollments. Visit Ed-Data.org for more information.

Unduplicated Pupil Count of Free/Reduced-Price Meals, English Learners & Foster Youth	2011-12	2012-13	2013-14	2014-15	2015-16
Total	N/A	N/A	110	118	116

Our Mission: "is to ensure all children receive an education that builds character, confidence, knowledge, and skills to prepare them to be competent life-long learners who can achieve individual excellence."

Our Vision: "is committed to improving the academic achievement, responsibility, and accountability of all students by establishing high academic and social expectations. Students, staff, and community work collaborative to achieve common goals. Our school provides a safe environment that inspires enthusiasm, passion, and dedication. San Pasqual Union upholds high character expectations as a cornerstone to academic achievement and future success.

LCAP HIGHLIGHTS

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

Overall focus on increased student performance through the following key factors:

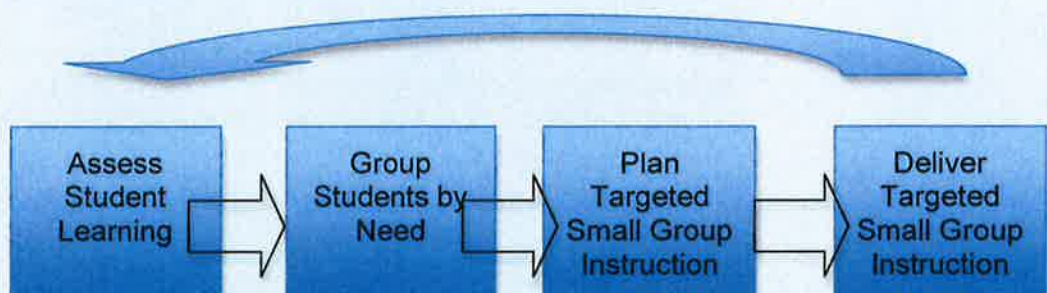|	
Conditions of Learning & Pupil Outcomes **Academic Achievement** State Priorities: 1, 2, 3, 4, 5, 6, 7, 8	District assessments reflect on-going improvements within the 1-8 instructional program. Students are performing at higher levels in both reading and math. The California Dashboard reflects Green performance categories in both state and local indicators and indicates a positive change in our CAASPP scores in both ELA and Math
Conditions of Learning & Engagement **Professional Learning Community** State Priorities: 1, 2, 3, 4, 5, 6, 7, 8	SPU is completing a fourth year of collaboration and focused learning from PLC implementation . The District embraces the work of Eaker, DuFour and DuFour and believe PLC's bring benefits for both teachers and students. The model gives San Pasqual a framework to build teacher capacity to work as members of high-performing, collaborative teams that focus on improving student learning.
Conditions of Learning **Quality Instruction** State Priorities: 1, 2, 3, 4, 5, 6, 7, 8	SPU is completing its second year partnership with San Diego County Office of Education (SDCOE) for Program Evaluation. The District has found Program Evaluation to be a valuable tool to strengthen the quality of our programs and improve outcomes for our students. The process informs us about instructional effectiveness, and has provided data that is being used to improve our instruction. Program Evaluation focused in K-5 FIT, however stronger instructional practices during First Best Instruction were observed.
Pupil Outcomes **Use of Data from Multiple Assessments** State Priorities: 1, 2, 3, 4, 5, 7	SPU has been using multiple assessments for four years. We believe assessment is an integral part of instruction as it determines whether or not the goals of education are being met. Assessments provide diagnostic feedback in setting goals, evaluating student progress, and modifying instruction. "Assessment for learning . . . when done well, this is one of the most powerful, high-leverage strategies for improving student learning that we know of. Educators collectively at the district and school levels become more skilled and focused on assessing, disaggregating, and using student achievement as a tool for ongoing improvement." (Fullan, 2005, p. 71)
Pupil Outcomes **Targeted Support** State Priorities: 1, 2, 3, 4, 5, 7	Partnership with SDCOE to evaluate and improve the implementation of K-5 FIT (focused instruction time). FIT targeted instruction happens three times per week for 30 minute blocks in both reading and math. This model provides targeted small group instruction. English Learners in grades 2-8 received targeted support during after school tutorial.
Conditions of Learning **Professional Practice** State Priorities: 1, 2, 3, 4, 5, 6, 7, 8	PLC teams engage in collective inquiry into both best practices in teaching and best practices in learning. Program Evaluation provides a vehicle into self-reflection and continuous improvement.
Conditions of Learning & Engagement **School Climate** State Priorities: 1, 2, 3, 4, 5, 6, 7, 8	Healthy Kids Survey reported the District proves a safe and supportive learning environment. Responses indicate the majority of students responded they are happy to be at school. Likewise, the majority of parents responded the school is a safe and clean place for their children. In addition, parents feel the school does a great job informing and involving parents. Teachers report the school is supportive and a safe place for both students and staff.
Conditions of Learning & Engagement **Engagement** State Priorities: 1, 2, 3, 4, 5, 6, 7, 8	All students are provided learning opportunities outside the regular classroom, such as: garden, art room, science lab(s), music, technology, and electives. This broad course of study contributes to student engagement and excellent attendance. Parent engagement is evident in the large involvement in school-wide activities, such as Art Day, Harvest Day & Night, Cinco de Mayo, and Dinner Theater.

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.

San Pasqual FIT Program – Small Group Instruction Block Diagram
Here is a visual representation of the "Big Buckets" of the small group instruction process within the FIT program.

GREATEST PROGRESS

Despite the small number of English Learners (10%) and Socio Economically Disadvantaged (21%) students, the District was in Program Improvement in the 2012-13 school-year. In addition, a significant percentage of students were not performing at grade level in reading and mathematics on the state and district assessments. Therefore, in 2013-14 San Pasqual Union began intervention and enrichment small group instruction for both reading and math for grades K-5. Students were placed in groups based on data and teacher recommendation. Moving into 2014-15 we established a foundation for FIT (Focused Instruction Time), where teachers regularly administered district benchmarks (STAR K-5) and used the results to more accurately identify and instruct students based on progress.

In 2015-16 we began our partnership with San Diego County Office of Education (SDCOE) to evaluate and improve the implementation of our K-5 FIT model. FIT occurs three times per week for 30 minute blocks in both reading and math. During this time, teachers provide targeted differentiated small group instruction and incorporate student independent work utilizing on-line programs to support their practice in reading and math. Over the course of the year, we strengthened teachers' understanding of the FIT components and the rationale for the program itself.

In 2016-17, we continued our implementation of the FIT model with some adjustments and modifications based on teacher feedback and student outcome data. We took a closer look at how teachers were providing the targeted small group instruction with content area support from SDCOE. The role of our specialists shifted to more of an instructional coach with a push-in and pull-out model. Teachers have appreciated this classroom-based support and have benefitted from the collaboration, modeling, and targeted professional development. In addition to the improvements within FIT, we have also observed stronger instructional practices during First Best Instruction (FBI), which we attribute to what teachers have learned from our coaches and the SDCOE support.

Our internal assessments (Renaissance-STAR) reflect on-going improvements within the 1-8 instructional program. From 14-15 to 16-17 (based on trimester 2), the number of students At or Above Grade Level has increased from 61% to 72% in reading and from 76% to 77% in math. We believe this growth is largely attributed to our work on refining and improving the FIT (intervention/enrichment) model as well as overall instruction in FBI.

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

While the California Dashboard does not indicate that we have any Red or Orange performance categories in any state or local indicators, we do still see areas needing improvement. Despite the positive change demonstrated on the California Dashboard in our CAASPP scores in ELA and Math, our ELs, SEDs, and SWDs continue to lag behind the performance of all students. Specifically, in ELA the average of all students was 38.2 points above Level 3 and white students were 53.7 points above, while ELs were -32, SEDs -16.5, and SWDs – 42.2 points below Level 3. In Math all students were an average distance of 15.4 points above Level 3 and white students were 27.9 points above Level 3. However, ELs were -56, SEDs – 34.7, and SWD - 34.8 points below Level 3. ELs also declined 11.8 points in Math from the previous year. Thus our gaps in student performance continue within these three subgroups. Some of the steps that we plan to implement in 2017-18 are:

• Push-in model of support for K-5 with instructional coaches centered upon targeted small-group instruction.
• More support for teachers in strategies for supporting ELs and SWD.
• More support for ELs, SED, and SWD in both ELA and Math.
• Greater instructional coach support for ELs in math FIT.
• Continued collaboration with SDCOE.

Additionally, the past two years with SDCOE have been focused on the K-5 FIT and instruction. Middle School FIT has been implemented but we have not studied it to the same extent as K-5. Moreover, data suggests that our 6th through 8th grade students and teachers would benefit from collaboration with SDCOE for FIT support. In 2017-18, we will take a closer examination on how to make the middle school FIT model more effective.

SPU is committed to continuous improvement that is inherent in the PLC process (DuFour & Fullan). It is our goal to ensure all students have an opportunity to learn at high levels. In order to accomplish essential learning, the District must engage all teachers in a professional collaborative culture. The District recognizes the value and power of common formative assessments to promote efficiency for teachers and equity for students. The District will continue to focus on professional development and the implementation of consistent assessments. Effectiveness will be measured through the PLC process and Program Evaluation.

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

The California Department of Education Dashboard offers evidence of our three-year effort to implement FIT and support the growth of all students is headed in the right direction. The Dashboard indicates that SPU is at the performance level of "green" for all state level indicators. Specifically, on the 2016 ELA CAASPP our students scored an average of 38.2 points above Level 3 (Standard Met), which was a 13.6 point increase from 2015. This positive change in reading performance was also reflected in every significant subgroup (EL +77, SED +18.1, SWD +8.7, White +11.7). Likewise, the 2016 Math CAASPP results showed that our students scored an average of 15.4 points above Level 3 (Standard Met), which was a 8.5 point increase from 2015. Every significant subgroup, except EL, reflected a positive change (EL -11.8, SED +16.8, SWD +30.7, Hispanic +14.8, White +5.6).

Similarly, The English Learner Progress indicator shows that 91.3% of our ELs made one year's progress on the CELDT, which was a significant increase from prior year. Our ELs are making strong progress in learning the English language, but struggle in learning the ELA and math content.

Performance Gaps are defined as two or more performance levels below the all student performance level. While mathematics performance is at the "green" level for all 3-8 students, our ELs are performing at the "red" level and have "decreased significantly" from the prior year. Our Socioeconomically Disadvantaged students are in the "yellow" level, they were at the status of "low" but have "increased significantly". All student groups with the exception of ELs increased performance.

For English Language Arts the performance level is at the "green" level for all 3-8 students, our ELs, Socio Economically Disadvantaged and Students with disabilities are at the "yellow" level. All student groups maintained or increased performance in English Language Arts.

Overall suspension rate for the all students group is at the level of "green". Socioeconomically Disadvantaged and Hispanic student groups are at the level of "yellow" and ELs students are at the "orange" level. Seven student groups declined significantly showing a positive reduction in suspensions.

In response to this the district will provide:

~ Literacy workshop for parents

~ Afterschool tutorial for grades 1-8 (Goal 3 Action 1)

~ Intervention by literacy coach(es) (Goal 2 Action 2)

~ Parent education, Dr. Beatriz Villarreal, Mano-a-Mano Foundation (Goal 3 Action 1)

INCREASED OR IMPROVED SERVICES

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.

Our English Learner population is primarily Spanish-speaking and the majority live in the San Pasqual Valley. The majority of our EL parents work in agriculture and do not have a high school education. Part of our strategy for academic improvement is to provide in-school intervention, after-school tutorial, bilingual instructional support, and to focus on parent education.

1. October 2016, the District began after school tutorial for English Learners grades 2-8. Tutorial and transportation are provided twice a week. During tutorial, students receive extra help on their studies, schoolwork, and support on IXL / Lexia Core 5. Lexia Reading Core 5 provides explicitly, systematic, personalized learning in the six areas of reading instruction, and delivers norm-referenced performance data and analysis without interrupting the flow of instruction to administer a test. Designed specifically to meet the Common Core and the most rigorous state standards, this research-proven, technology-based approach accelerates reading skills development, predicts students' year-end performance and provides teachers data-driven action plans to help differentiate instruction.

Lexia is a computer-adapted program providing differentiated literacy instruction for students. Lexia is a research-proven program that provides explicitly systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge. Teachers are provided data and the student-specific resources needed to target student instruction. The program provides progress-monitoring data on a regular basis.

2. The District provided parent education program/trainings from Dr. Beatriz Villarreal of the Mano-a-Mano Foundation for the second year. Parents graduating and receiving certificates grew from 17 in 2015-2016 to 27 in 2016-2017. The seven-week parent training in Spanish focused on the following topics:
• Helping your child have success in school
• Communication
• Consequences
• Gangs
• Drug & Alcohol
• Violence
• Self-Esteem

3. The District EL Coordinator and bilingual aide provided summer instruction for the second year. 20 to 25 students attended and received instruction in ELD standards-based lessons in reading, writing, speaking and listening delivered via Lexia software program. Students participated in read-alouds in both English and Spanish.

4. Incoming Kindergarten EL students met with District EL Coordinator and bilingual during summer instruction in preparation for school.

5. Kindergarten and First grade Spanish-speaking students placed in classrooms with teachers who provide primary language support. Bilingual aide time provided for teachers with EL clusters. All English Learners, with a focus on long-term ELs are monitored and given extra support by the EL Coordinator.

5. Two additional EL bilingual instructional aides hired during the 2016-2017 school year to provide more small group and one-on-one assistance to our ELs. In addition, a certificated intervention teacher was hired to provide additional reading and math support for our Kindergarten and Transitional Kindergarten EL students.

6. Rosetta Stone was purchased and utilized for EL newcomers.

7. Targeted professional development for Integrated ELD provided by EL Coordinator to ensure effective instructional strategies. Professional development provided (8/10/16) focused on English Language Development, ELA/ELD Framework and SDAIE strategies.

8. The District is working to increase the number of supports and instructional strategies for our English Learners to address the achievement gap.

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	$ 5,288,904
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$559,012.00

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.

Base program was not included in regards to the cost of providing a base instructional program to include: Teachers, Principals, custodial staff, classified support staff and basic instructional materials and supplies.

Additional costs that were not incorporated into the LCAP include home to school transportation costs and the cost of special education program services.

$ 4,182,280	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016–17

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

Increase student achievement through the implementation of a broad course of K-8 California State Standards (Common Core) study delivered by highly qualified teachers on a safe, clean and well maintained school facility.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Goal 1A.

- 100% of our teachers will be highly qualified and appropriately credentialed to teach in their assignment as measured by the annual credential review.

ACTUAL

Goal 1A.

- 100% compliant, fully credentialed, highly qualified teachers at all grade levels, 0 vacant positions. Part-time K-5 Physical Education teacher on an Intern Credential through Cal State Teach. *Based on annual review of credentials.*

- Part-time BCLAD bilingual teacher provides staff professional development, teaches 6-8 Middle School Spanish, and serves as Coordinator for ELD, DELAC, and Title 1/III.

- Reading Specialist provides staff professional development, works with unduplicated students and serves as the Student Success Team (SST) Coordinator, the 504 Coordinator, and the BTSA Provider.

- Math Specialist provides staff professional development, works with unduplicated students and serves as the Assessment Coordinator.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Goal 1B.

o   SBAC scores for all students below grade level, with a focus on English Learners, Foster Youth, and Low Income students (unduplicated student groups), will increase by 5% as a result of targeted instruction/intervention programs, technology/blended learning, and staff professional development. An increasing number of ELs will reach English proficiency; goal to reclassify 20% of English Learners each year (2016-17 and 2017-18) as measured by CELDT. Student growth will also be measured by District assessments and program analysis.

ACTUAL ANNUAL MEASURABLE OUTCOMES

Goal 1B.

- District continues to focus on growth for all students with targeted instruction/intervention programs, technology/blended learning, and staff development for our unduplicated student groups of English Learners, Foster Youth, Low Income, and Special Education students.

- ELD Coordinator/Teacher works directly with unduplicated students. Teacher also acts in the capacity of an Instructional Coach. *Based on meeting agendas/notes and reports as noted in "Increased or Improved Services".*

- Reading Specialist / Teacher also acts in the capacity of an Instructional Coach. *Based on meeting agendas and notes. For example, FIT lesson components, pacing, and planning; 4-square, fluency, and reading comprehension; Lexia strategies and lessons – September 13, 2016, December 1, 2016, and January 17, 2017.*

- Math Specialist / Teacher also acts in the capacity of an Instructional Coach. *Based on meeting agendas and notes. For example, Benchmark Assessment format & administration, FIT instruction, IXL monitoring, 4-Square implementation, Engage NY lessons and math instructional strategies – October 11, 2016 (K/1), October 13, 2016 (2/3), and October 14, 2016 (4/5).*

- 20 out of 30 or 67% of teachers attended before school professional development on Common Core State Standards as noted in "Actual Services 1B".

- District implemented after school tutorial for English Learners grades 2-8 as noted in "Increased or Improved Services".

- District continued to collaborate with SDCOE on Program Evaluation Model (year 2) due to Program Improvement. Program goal to evaluate and modify our K-5 FIT program that serves all students with a focus on English Learners (to include unduplicated students). FIT – 'Focused Instruction Time' implemented for intervention and enrichment.

- The table below shows student achievement, beginning of Program Evaluation model, after school tutorial, and current data:

SBAC/CAASPP Scores

Met or Exceeded	2014/2015		2015/2016	
	ELA	Math	ELA	Math
All	62%	55.8%	69%	55%
English Learners	9%	6%	6%	6%
Economically Disadvantaged	36%	25%	39%	26%

STAR Data

At or Above	2014/2015		2015/2016		2016-2017	
	Reading	Math	Reading	Math	Reading	Math
All	61%	76%	69%	77%	72%	77%
English Learners	19%	54%	25%	61%	15%	43%
Economically Disadvantaged			50%	52%	19%	45%

2016-2017 English Learner Students by Grade Level

Kinder	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
19	12	10	7	5	2	6	9	6	76

Languages

Spanish	Cantonese	Dutch	Russian	Mandarin	Tagalog	Other
69	2	2	1	1	1	Kurdish Arabic French

Languages of English Learners

San Pasqual Union Elementary

Ed-Data Education Data Partnership
CDE EdSource FCMAT

Legend: First Persian; Dutch; Kurdish (Kurdi, Kurmanji); Filipino (Pilipino or Tagalog); Mandarin (Putonghua); Russian; Spanish; Vietnamese; All Other

This graph displays the count of students speaking each of the top five languages at this school. A total of 2,664,921 California public school students (English Learners and Fluent English Proficient) speak a language other than English in their homes. This number represents about 42.8 percent of the state's public school enrollment

Visayan

CELDT

Language Levels	2014-2015	2015-2016	2016-2017
Beginning	3%	11%	12%
Early Intermediate	9%	5%	10%
Intermediate	35%	36%	36%
Early Advanced	37%	39%	32%
Advanced	16%	9%	10%

CELDT & Reclassification Data

English Learner	2013/2014	2014/2015	2015/2016	2016/2017
Early Advanced or Advanced	34%	52%	48% (lower number due to students being reclassified)	Goal: 54% Actual: 42% (31 K/1 students)
Reclassification Rate		23% (16 students)	15% (10 students)	Goal: 54% Actual:12%
2017/2018 Early Advanced or Advanced Goal: 50%				

2017/2018 Reclassification Goal: 15%

- Professional Development reported below in 1B Actual Services.

Ed~Data Education Data Partnership
CDE·EdSource·FCMAT

Redesignated Fluent English Proficient

San Pasqual Union Elementary

This graph displays the students at this school who were redesignated as Fluent English Proficient (RFEP) each year. Students are redesignated when they achieve district-specified scores on state English language proficiency assessments and meet other academic criteria. The RFEP percentage is calculated by dividing the number of English learners reclassified since the prior year's Census Day by the English learner counts from the prior year.

Number of Students: 100, 90, 80, 70, 60, 50, 40, 30, 20, 10, 0

2011-12   2012-13   2013-14   2014-15   2015-16

EXPECTED ANNUAL MEASURABLE OUTCOMES

Goal 1C.

○ California State Standards (Common Core) instructional materials will be implemented as measured by District annual inventory of instructional materials, teacher evaluation/input, and Board Public Hearing & Resolution certifying the District has sufficient textbooks and instructional materials.

ACTUAL ANNUAL MEASURABLE OUTCOMES

Goal 1C.

• Grades K-5 implemented Common Core (CC) State Standard math curriculum "Engage New York". K-5 piloted CC Standards ELA curriculum "National Geographic" and Houghton Mifflin". Grades 6-8 implemented CC Standard math curriculum "CPM". 100% of the students have access to standards aligned instructional materials.

• The District adopted Board Policy 6161.11 – Selection of instructional materials that are used to supplement the basic textbooks and other instructional materials adopted by the Governing Board for use in K-8 pursuant to Education Code 60200 on August 9, 2016. Supplemental Common Core curriculum includes:

Supplementary Curriculum

Kindergarten	Scholastic News, Science Spin, Brainpop Jr.
First	Scholastic News, Science Spin , Brainpop Jr.
Second	Scholastic News, Science Spin, Brainpop Jr.,
Third	Scholastic News, Science Spin, Scholastic Super Science
Fourth	California Studies Weekly, Science Studies Weekly-Exploration, Scholastic Super Science
Fifth	USA Studies Weekly-Ancient America to Westward Expansion, Science Studies Weekly – Challenger, Scholastic Super Science
Sixth	Academic Vocabulary Toolkit, Scholastic Super Science, Brainpop
Seventh	Academic Vocabulary Tookkit: Book 1
Eighth	Academic Vocabulary Tookkit: Book 1
Reading	Reading A-Z, Newsela Pro, Daily CAFÉ Premium, E-books
ELD/Spanish	Rosetta Stone
Special Ed	Academic Vocabulary Toolkit: Grade 5, Newsela Pro, Zones of Regulation, Touch Phonics, Lindamood Bell (LIPPS, Seeing Stars

Visualize and Verbalize)

EXPECTED **ANNUAL MEASURABLE OUTCOMES**

Goal 1D.

- Sustain a safe, clean, and well-maintained school facility and campus as measured by a score of good or better on the Facility Inspection Tool (FIT) and survey results.

ACTUAL **ANNUAL MEASURABLE OUTCOMES**

Goal 1D.

- Facility Inspection Tool (FIT) for the 2015-2016 received a school ranking of ' Exemplary' as evidence in the SARC adopted January 17, 2017. March 28, 2017 FIT – reported a school ranking of 'Exemplary'.

- Healthy Kids Survey results are reported in Actual Services 1C. below.

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	**1A**	
Actions/Services	**PLANNED ACTIONS: 1A.** • District will continue to employ highly qualified teachers.	**ACTUAL SERVICES: 1A.** • District maintained practice of employing highly qualified teachers. The District uses Ed Join as a recruiting and hiring tool. Hired one fully credentialed teacher in the 2016-17 school year; BTSA support provided. The part-time Physical Education teacher continues to operate under an Intern Credential and being supervised by Cal State Teach administration and District administration. All students are instructed by staff that are appropriately credentialed to provide instruction and support to all students, including English Learners. • Upon annual review of credentials, SDCOE found two employees needing to complete their certification and the District immediately rectified - remedied by applying for a limited permit and an emergency credential for both employees. The District had had a current Declaration of Need for Fully Qualified on file, which covered the district's needs.
Expenditures	**BUDGETED** • No additional cost	**ESTIMATED ACTUAL** • $16,746 LCFF BASE 1000, 3000 certificated salaries and benefits

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 **1B**

Actions/Services	*PLANNED ACTIONS: 1B.*	*ACTUAL SERVICES: 1B.*
	• California State Standards (Common Core) instructional materials and curriculum will be implemented and utilized to support student learning and outcomes. Collaborate with SDCOE and other districts/groups regarding curriculum and instruction.	• California State Standards (CC) instructional materials and curriculum implemented as evidenced in Goal 1B above. District piloted ELA textbooks/curriculum in 2016-2017 but did not purchase. District has not piloted History or Science textbooks/curriculum but continues to utilize supplemental materials.

PLANNED ACTIONS: 1B.

• California State Standards (Common Core) instructional materials and curriculum will be implemented and utilized to support student learning and outcomes. Collaborate with SDCOE and other districts/groups regarding curriculum and instruction.

Targeted Instruction/Intervention:

• Reading specialist, ELD specialist, Resource specialist, and Math specialist will continue to provide targeted intervention instruction for students below grade level with a targeted focus on unduplicated students (ELs, Foster Youth, and Low Income) and special education students.

ACTUAL SERVICES: 1B.

• California State Standards (CC) instructional materials and curriculum implemented as evidenced in Goal 1B above. District piloted ELA textbooks/curriculum in 2016-2017 but did not purchase. District has not piloted History or Science textbooks/curriculum but continues to utilize supplemental materials.

• District adopted Engage New York curriculum in August 2016. Math Specialist provided staff development and led teachers in collaboration days throughout the year with the support of the SDCOE Math Coordinator (as evidenced in professional development calendar in 1B).

• K-5 teachers piloted ELA National Geographic and Houghton Mifflin (no decision made – on hold due to state budget).

• Reading Specialist provided staff development and led teachers in collaboration days throughout the year with the support of the SDCOE ELA Coordinator (as evidenced in professional development calendar in 1B).

• Common Core Supplemental Curriculum utilized as noted in "Actual Annual Measurable Outcomes 1C".

Targeted Instruction/Intervention evidence:

Reading Specialist/Instructional Coach:

• Provided instruction for K-8 students below grade level with a targeted focus on unduplicated students. Focused instructional models in the areas of reading, writing, speaking and listening in small - targeted groups with a focus on the 5 Core Elements of Reading

- (phonological awareness, phonics, reading, fluency, vocabulary, and comprehension). Blended learning lessons delivered via Lexia Reading Core 5 software. Push-in support and team teaching provided in K-5 classrooms.
- Developed lessons for K-5 teachers to use in FIT student groups. Narrow focus on reading comprehension for grades 2/3.
- Participated in K-5 PLC and 6-8 grade level and subject matter meetings to provide direction, evaluate student progress, and discuss reading strategies.
- Developed and provided professional development as noted in "Actual Annual Measurable Outcomes Goal 1A".
- Collaborated with SDCOE Program Evaluation Coordinator and Coordinator, English Language Arts (Learning & Leadership).
- Provided year-round (summer) instruction to below-grade level K-8 students through the use of blended, systematic, and personalized (on-line) learning with Lexia. However, the Reading Specialist reported limited success and will not continue with the summer program.
- This position encompasses the responsibility of BTSA provider, 504 Coordinator, and SST Coordinator.

Math Specialist/Instructional Coach:

- Provided instruction for K-8 students below grade level with a targeted focus on unduplicated students. Focused instructional models in the areas of fluency, problem, solving, and grade level standards.
- Developed lessons for K-5 teachers to use in FIT student groups. Narrow focus on high level number talks with grades 4/5.
- Participated in K-5 PLC and 6-8 grade level meetings to provide direction, evaluate student progress, and discuss math strategies.
- Developed and provided professional development as noted in "Actual Annual Measurable Outcomes Goal 1A".

- Summer instruction by ELD teacher and bilingual aide will be offered to all EL students.
- If staffing permits, students will be placed in classrooms with Spanish-speaking or BCLAD teachers who can provide primary language support. Bilingual aide time will be provided for teachers with EL clusters. All English Learners, with a focus on Long-term ELs will be monitored and given extra support by the ELD teacher/coordinator.
- Reading and Math specialists will monitor progress for students below grade level on LEXIA and during the summer months.

- Collaborated with SDCOE in the areas of Program Evaluation Coordinator and Mathematics Coordinator (Learning & Leadership).

- Provided year-round (summer) instruction to below-grade (and above) level K-8 students through the use of IXL, a comprehensive program of math concepts and application. Blended, systematic, and personalized (on-line) learning that focuses on standards and learning foundations. However, the Math Specialist reported limited success and will not continue with the summer program.

- This position encompasses the responsibility of Assessment Coordinator.

EL Coordinator/Instructional Coach:

- Provided instruction for K-8 EL students below grade level with a targeted focus on long-term ELs. Focused instructional models in the areas of ELD integrated lessons in reading, writing, speaking and listening delivered in small targeted K-8 groups. Blended learning lessons delivered via Lexia Reading Core 5 software. Push-in support and team teaching provided in K-3 classrooms.

- Developed and provided professional development as noted in "Increased and Improved Services".

- Collaborated with SDCOE in the areas of Program Evaluation Coordinator and English Language Development (as indicated above).

- Provided year-round (summer) instruction to below-grade (and above) level K-8 students through the use of IXL, a comprehensive program of math concepts and application. Blended, systematic, and personalized (on-line) learning that focuses on standards and learning foundations. EL Instructional Coach reported success from summer program and will continue in summer 2017.

- Provided after-school tutorial for 2nd through 8th grade students attended. Of the 42 students who attended, 30 students reached their AR goal, 23 students grew one grade level in Lexia, and 2 students grew two grade levels in Lexia by the end of Trimester 2.

- Mano-o-Mano, seven-week parent training in Spanish referred to in Increased or Improved Services above.
- Lead DELAC, attendance remains steady with 20 or more parents attending throughout the year.
- This position encompasses the responsibility for Title III Expenditure Plan, DELAC Coordinator, and ELD Coordinator.

Intervention Teacher:

- The District had an increase in English Learners in Kindergarten (12 to 19 students). Beginning in Fall 2016, the District hired an intervention teacher to team with the EL cluster teacher.
- Intervention teacher provides a smaller student to teacher ratio. Teacher works with 1:1 and small groups for intense immersion in ELA and Mathematics curriculum.
- Intervention teacher reports with the focused instruction EL students have been able to better access the curriculum. For example, math assessment results % correct on unit test have grown from 70% in Trimester 1 to 80% in Trimester 2. Additionally, sight word recognition and reading fluency has improved based on teacher observation and anecdotal records.

Technology/Blended Learning:

- District will continue to purchase/refresh aging computers and purchase additional technology for student/classroom use as needed. District will continue to use LEXIA Reading Software and IXL Math software for use with all students, with a focus on students below grade level and unduplicated students (ELs, Foster Youth, Low Income, and Special Education). District will allocate funds for continued technology implementation.

Technology/Blended Learning evidence:

- Use of Lexia (intervention) for all students K-8 below grade level. Students use until proficiency.
- Use of IXL (intervention/enrichment) for all students K-8.
- Rosetta Stone is used for elementary ELs and middle school Spanish elective.
- Reading Specialist, Math Specialist, and ELD Coordinator monitored student progress on STAR, LEXIA, and IXL and communicated progress with students, staff, and parents throughout the school year. Continued formative and summative assessments and analysis of data through the use of DRAs, STAR Early Literacy, Reading & Math, Lexia, San Diego Quick, and District Benchmarks.

Staff Professional Development:

- Targeted professional development for ELD, reading, math, technology, PLC, writing, special education, STEAM, and behavior supports (Restorative Justice, PBIS, and Trauma Informed Care) will be provided to ensure effective instructional strategies (as measured

by calendar and implementation of practice).

- The District continued the use of a formal technology 'refresh plan' that is in place for the next five years. District continues to employ Chromebooks for grades 2-8 (approximately 2:1) and iPads for grades K-1 (approximately 2:1). In addition, middle school electives use laptops and iPads. For example, equipment purchased for the 2016-2017 school year 44 iPad Airs, Ozobot(s), router and fire wall, updated Wireless Flat Screen Presentation Unit, and upgraded speakers in performing arts theater and outdoor plaza.

- The District began collaborating with SDCOE in the Spring 2017 to develop a 3-year Technology Plan.

*Staff Professional Development **evidence***:

➤ July 2016:
- Safe School Conference (MOT Director)

➤ August 2016:
- All staff received professional development in the areas of Digital Citizenship, Trauma Informed CARE, PBIS, Restorative Justice with SDCOE, Social Emotional Strategies with SDCOE and Transgender Students in School with consultant. K-8 teachers implemented strategies within classroom and are supported by school-wide counseling services.
- ELA (Nat Geo/My Perspectives)
- Writing with CSUSM Writing Project
- Google Apps with Tech Coach
- ELD District Specialists
- Reading with District Specialists and SDCOE Coordinator, English Language Arts.
- Math with District Specialists and SDCOE Mathematics Coordinator.
- Special Education with District Coordinator
- Science with SDCOE
- TIPS Train the Trainer

➤ September 2016:
- Program Evaluation with SDCOE
- Middle School ELA Collaboration Day
- Special Education (school psychologist) 101
- Dyslexia Training (SPED Coordinator)
- VAPA

- Dyslexia and Reading

> October 2016:
- Instructional Aide Training
- Math with SDCOE Coordinators
- Reading with SDCOE Coordinators
- Middle School Mathematics Professional Learning Opportunities
- Common Core in Physical Education
- Arts Empower Mega Conference
- VAPA Leadership PLC
- Open Source Maker Lab (STEAM)
- Put Me In Coach Leadership

> November 2016:
- Middle School ELA Collaboration Day
- Program Evaluation with SDCOE
- Common Core in Physical Education
- Responses for Schools in Active Shooter
- Synergy Conference
- Brain Friendly Teaching / Win-Win Discipline
- Special Education Symposium
- SDCUE Technology Fair
- What's New In Children's Literature
- Civil Rights Reporting
- NGSS Symposium
- VAPA Leadership PLC
- Achievement Gap Task Force
- LCFF Evaluation Rubrics workshop
- Common Core in Physical Education
- SDCOE Tech Fair (STEAM)
- Putting It All Together - Accountability Support Academy

> December 2016:
- Student Data Achievement Conference
- VAPA Leadership PLC
-

> January 2017:
- Program Evaluation with
- Grades 4/5 Math Collaboration Day with
- Grades 2/3 ELA Peer Observation Day(s)
- San Diego Arts Network
- Middle School Math Collaboration Day (SDCOE)
- Threat Assessment Training

- VAPA Leadership PLC
- Putting It Together - Accountability Support Academy

➤ February 2017:
- Grades 4/5 Math Collaboration Day with SDCOE
- Data and Assessment Network Meeting
- Alternative Dispute Resolution Training
- Trauma Informed Practice for Schools / Training of Trainers
- Shared Reading with Debra Crouch
- VAPA Leadership PLC
- Getting Smarter – CA Assessments and Accountability
- Youth Medical Health First Aide

➤ March 2017:
- Program Evaluation with
- Middle School ELA Collaboration Day
- VAPA Leadership PLC
- Putting It All Together - Accountability Support Academy

➤ April 2017:
- Program Evaluation with
- Cue Conference (STEAM)
- Library Leadership
- VAPA Leadership PLC

➤ May 2017:
- Student Data Achievement Conference
- SEIS Admin Training
- Grades 4/5 Math Collaboration Day with SDCOE
- Program Evaluation
- Putting It All Together – Accountability Support Academy

➤ June 2017:
- Getting to Know English Language Proficiency Assessments

PLC and Staff Meeting Pertaining to LCAP Priorities

Meeting Date	Agenda/Topic
9/1/16	State Assessment Analysis, Next Steps, Team Goal Setting, Emergency Drill Overview, FIT Presentation
9/7/16	Expectations Expo, Mandatory Reporter Training

9/22/16	K-8 Math, K-5 Science, MS ELA
10/12/16	Safety Plan, Use of Technology
10/13/16	Grade Book, Synergy, Illuminate, Digital Citizenship
10/27/16	Writing Benchmark Scoring
10/31/16	Math PD, Reading PD, Benchmark Analysis, Smart Goals
11/17/16	Digital Citizenship, Sexual Harassment
12/7/16	Incident Command
12/8/16	School Safety Active Shooter
12/15/16	Digital Citizenship
1/19/17	SBAC/CAASPP Strategies, Reading/Writing K/1/2, Science State Assessment
1/1/17	LCAP Input Goal #1, SBAC Update
2/9/17	Digital Citizenship. LCAP input Goal #2, Healthy Kids Survey
2/23/17	LCAP Input Goal #3
3/9/17	SBAC/CAASPP Preparation
3/23/17	Digital Citizenship, LCAP Input Goal #3, Dashboard Overview
4/5/17	LCAP Staff Survey
4/6/17	SBAC/CAASPP Preparation
4/27/17	Digital Citizenship, LCAP development
5/4/17	MAPS/NWEA Kick-off
5/18/17	Writing Benchmark Scoring

ESTIMATED ACTUAL

- Reading Specialist/ Instructional Coach:
  $112,203 LCFF S/C
  1000/3000 certificated salaries and benefits

BUDGETED

- Reading Specialist/ Instructional Coach:
  $109,167 LCFF S/C
  1000/3000 certificated salaries and benefits

Expenditures

- Summer Reading:
  $1000 LCFF S/C
  1000/3000 certificated salaries and benefits

- Summer Math:
  $1000 LCFF S/C
  1000/3000 certificated salaries and benefits

- EL Coordinator / Instructional Coach:
  $4,022 Title 1
  $6,427 Title III
  $29,626 LCFF S/C
  1000/3000 certificated salaries and benefits

- Summer ELD:
  $1000 LCFF S/C
  1000/3000) (certificated salaries and benefits)

- Lexia – No additional cost (3-year contract)

- Professional Development:
  $3,477 Title 1
  $9,409 Title II
  $17,077 LCFF Base
  1000/3000/4000/5000 certificated salaries and
  benefits, materials and supplies, consultants

Common Core Instructional Materials:

- $10,000 LCFF Base
  4000 materials and supplies

- Summer Reading:
  $765 LCFF S/C
  1000/3000 certificated salaries and benefits

- Summer Math:
  $765 LCFF S/C
  1000/3000 certificated salaries and benefits

- EL Coordinator / Instructional Coach:
  $6,347 Title III
  $43,650 LCFF S/C
  1000/3000 certificated salaries and benefits

- Summer ELD:
  $1,032 LCFF S/C
  1000/2000/3000 certificated/classified salaries and benefits

- Lexia – No additional cost (3-year contract)
  IXL - $3,750 LCFF Base (4000) (materials and supplies)

- Professional Development:
  $3,527 Title 1
  $9,266 Title II
  $9,965 LCFF Base
  $9,317 Educator Effectiveness Grant
  $3,375 Lottery
  1000/3000/4000/5000 certificated salaries and benefits,
  materials and supplies, consultants

- Common Core Instructional Materials:
  $11,400 LCFF Base
  4000 materials and supplies

- Technology Equipment
  $31,700 LCFF Base
  4000 materials and supplies

- ELD After School Tutorial
  $960 LCFF S/C
  2000/3000 classified salaries and benefits

- Intervention Teacher
  $18,871 S/C
  1000/3000 certificated salaries and benefits

- Mano-O-Mano Parent Education
  $4,000 LCFF S/C
  5000 consultants

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   **1C**

Actions/Services

PLANNED ACTIONS: 1C

- District will focus on facility maintenance, cleanliness, and student, staff, and campus safety. District will maintain playground equipment, structures, blacktop, playgrounds, and grass fields as designated. District will maintain property in compliance with fire and safety requirements. District will allocate funds for routine restricted maintenance, plus additional funds for deferred maintenance.
- Prop 39 energy upgrades will occur as needed.
- District will up-date Comprehensive Safety Plan and train staff as required.

ACTUAL SERVICES: 1C

The District:

- Maintained playground equipment, structures, blacktop, playgrounds, and grass fields as planned.
- Focused on routine maintenance – facility maintenance, cleanliness, and safety as planned.
- Focused on deferred maintenance – campus safety and facility upkeep as planned. Budgeted expenditures increased due to unforeseen repairs.
- Collaborated with SDCOE for Prop 39 Energy Review and implemented / installed Lighting and HVACs

- Director of Maintenance met with the San Diego Fire Department for a complete campus inspection on September 14, 2016 - no citations received.

- Updated the formal Comprehensive Safety Plan - approved by School Site Council and the Governing Board in February 2017. District maintains an internal safety plan that includes detailed assignments and emergency procedures. District met with local law enforcement and municipal agencies to review campus safety. The district attended the following trainings:
  - o Safe School Conference (July 2016)
  - o Responses for Schools in Active Shooter (November 2016)
  - o Infragard Education Sector Workshop (February 2017)

- Implemented the following emergency drills for the 2016-2017 school year:

Date	Time	Drill
9/17/16	9:00 am	Fire Drill *Emergency Action:* Evacuate to lower playground
10/20/16	10:45 am	Earthquake Drill *Emergency Action:* Duck, cover, & hold on followed by evacuation to lower playground
11/15/16	8:45 am	Lockdown Drill *Emergency Action:* Lockdown
12/16/16	12:45 pm	Fire Drill *Emergency Action:* Evacuation to east parking lot followed by all clear
1/25/17	2:15 pm	Earthquake Drill *Emergency Action:* Duck, cover, & hold on followed by evacuation to west parking lot
2/24/17	11:30 am passing period	Earthquake Drill w/missing student(s) *Emergency Action:* Evacuation to lower playground Activate Incident Command System (ICS) – Search Unit
3/15/17	1:45 pm	Lockdown Drill *Emergency Action:* Lockdown
4/18/17	10:35 am recess	Fire Drill *Emergency Action:* Evacuate to lower playground
5/26/17	9:00 am	Earthquake Drill w/missing classroom(s) *Emergency Action:* Duck, cover, & hold followed by evacuation to lower playground Activate ICS – Search, Rescue, and Medical Units

Healthy Kids Survey results are as follows

Fifth Grade % indicates "Most/All of the Time" Responses

School Environment	2014-15	2015-16	2016-17
At my school, teachers and grown-ups care about me	96%	88%	94%

School Connectedness	2014-15	2015-16	2016-17

	2014-15	2015-16	2016-17
I am happy to be at the school	73%	89%	97%
Teachers treat students fairly at school	92%	86%	97%
I feel safe at school	91%	86%	88%

Academic Motivation	2014-15	2015-16	2016-17
Do you get to do interesting activities at school	65%	69%	78%

Emotional Learning	2014-15	2015-16	2016-17
Does your school help students solve conflicts with one another?	77%	72%	89%
Does your school teach students to care about each other and treat each other with respect?	88%	79%	91%

School Responses to Bullying	2014-15	2015-16	2016-17
Teachers and other grown-ups make it clear that bullying is not allowed	96%	89%	95%
If you tell a teacher that you've been bullied, the teacher will do something to help	81%	73%	95%

Alcoholic and Other Drug Use	2014-15	2015-16	2016-17
Use of alcohol or other drugs	96% N	79% No	97% No
Ever smoked a cigarette	100% No	100% No	100% No

Seventh Grade % indicates Most/All of the Time" responses

School Environment	2014-15	2015-16	2016-17
At my school, teachers and grown-ups care about me	96%	88%	66%

School Connectedness	2014-15	2015-16	2016-17
I am happy to be at the school	86%	75%	80%
Teachers treat students fairly at school	63%	60%	78%
I feel safe at school	87%	90%	80%

Academic Motivation	2014-15	2015-16	2016-17
I try hard at school because I am interested in my work	60%	70%	82%

School Development Supports	2014-15	2015-16	2016-17

	2014-15	2015-16	2016-17
At my school, there is a teacher or some other adult...Who cares about me	71%	75%	90%
Who believes I will always be a success	85%	85%	88%

Perceived Safety	2014-15	2015-16	2016-17
Safe/Very Safe	82%	85%	76%

School Violence, Victimization and Safety	2014-15	2015-16	2016-17
Never been threatened with harm or injury	82%	85%	88%
Never been offered, sold, or given an illegal drug	93%	95%	94%

Alcoholic and Other Drug Use	2014-15	2015-16	2016-17
Never used a cigarette	100%	100%	100%
Never consumed alcohol	100%	100%	92%
Never used marijuana	100%	100%	100%

Other Physical and Mental Health Risks	2014-15	2015-16	2016-17
Never victimized by cyberbullying	93%	85%	78%

Teacher Results % indicates "Agrees/Strongly Agree" responses

Student Learning Environment	2014-15	2015-16	2016-17
Is supportive & inviting	100%	68%	97%
Sets High Standards for Academics	95%	48%	94%
Is welcoming to and facilitates parent involvement	97%	32%	87%

Safety	2014-15	2015-16	2016-17
Is a safe place for staff	94%	100%	97%
Is a safe place for students	95%	96%	98%
This school has adults that care about students	94%	100%	100%

Learning Environment and Supports	2014-15	2015-16	2016-17
This school treats all students with respect	93%	92%	92%
This school provides quality	66%	92%	92%

counseling/other services support social/emotional			
This school has a clean and well maintained facility	98%	100%	95%
This school has adults that care about students	94%	100%	97%

Parent Results % indicates "Agree/Strongly Agree" responses

Learning Environment and Supports	2014-15	2015-16	2016-17
This school is a safe place for my child	97%	96%	99%
This school treats all students with respect	93%	96%	95%
This school provides quality counseling/other services support social/emotional	66%	68%	65%
This school has a clean and well maintained facility	98%	100%	98%
This school has adults that care about students	94%	100%	93%

Parent Supports	2014-15	2015-16	2016-17
This school keeps parents well informed about school activities	93%	96%	92%
This school welcomes parent input and contributions	90%	100%	95%
This school encourages active parent involvement and partnership	94%	95%	94%

Perception of Student Risk Behavior	2014-15	2015-16	2016-17
Alcohol and drug use not a problem	73%	86%	57%

Expenditures

BUDGETED

- Routine Maintenance:

  $131,000 LCFF Base

  2000/3000/4000/5000 classified salaries and benefits, materials and supplies, other services

- Deferred Maintenance:

ESTIMATED ACTUAL

- Routine Maintenance:

  $137,893 LCFF Base

  2000 – 5000 classified salaries and benefits, materials and supplies, other services

- Deferred Maintenance:

$20,000 Fund 14
5000 other services

- Grounds:
$57,173
LCFF Base
2000/3000/5000 classified salaries and other services

- Prop 39:
$222,176 Resource 6230
5000 other services

$12,937 Fund 14
5000 other services

- Grounds:
$58,643
LCFF Base
2000/3000/5000 classified salaries and other services

- Prop 39
$249,653 Resource 6230
4000/5000/6000 materials and supplies, other services, and depreciated equipment

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.	All actions and strategies in Goal 1 were successful. District assessments showed student growth for all students, however SBAC/CAASPP Scores for English Learners indicate an area of needed growth. CELDT data shows continuous improvement, however our Reclassification goal was not met; due in part to a large and growing number of EL students in kindergarten and first grade. Based on data, it is evident the strategies put in place to ensure a safe, caring campus that promotes both student and parent engagement were effective.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The increase in SBAC/CAASPP scores for ELA reflects the targeted support through elementary FIT and middle school electives. ELs received increased service through after-school tutorial, however their scores in both math and ELA do not reflect growth. While overall effectiveness appears positive as indicated by Green on the Dashboard, more teacher strategies and student supports are necessary for our English Learners.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The funding expenditures increased due to the addition of a Physical Education teacher. Intervention teachers, EL After-School-Tutorial, 3% salary increase, and additional cost of Mano-o-Mano EL parent training. Another increase in funding is due to additional technology expenditures. Prop 39 funds increased due expending the full allotment of funding.
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.	Goal 1 is slightly modified for the 2017-2018 school year, with emphasis on quality instruction and the implementation of technology to improve academic achievement. The District will continue professional development with a renewed focus on instruction for English Learners. The District will continue with Program Evaluation with SDCOE to model quality instruction and to analyze EL performance. The overall goal will remain the same.

Goal 2

Increase student achievement through enrollment in a broad course of study and targeted support for all students, including English Learners, Foster Youth, and Low Income students (unduplicated students) using data derived from multiple formative and summative assessments to measure student progress, guide instruction, and improve professional practice.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED ANNUAL MEASURABLE OUTCOMES

Goal 2A.

- Teaching staff will develop, administer, and score trimester benchmark assessments 100% of the time. Benchmark assessment data will be used to measure student growth and develop targeted interventions.

ACTUAL ANNUAL MEASURABLE OUTCOMES

Goal 2A.

- The District maintained the formal 'Administration of District Benchmark Assessments' to be administered within a specified window. Effectiveness of action is evidenced by the following data:

Trimester 1: 8/17/16 to 11/4/16	
STAR Reading & Math, Early Literacy	8/22 to 8/26
Writing Assessment	10/24 to 10/27
Benchmark Assessments & STAR	10/24 to 11/4

Trimester 2: 11/17/16 to 3/3/17	
Writing Assessment	2/13 to 2/16
Benchmark Assessments & STAR	2/22 to 3/3

Trimester 3: 3/6/17 to 6/7/17	
Writing Assessment	5/1 to 5/12
Benchmark Assessments & STAR	5/21 to 5/26

Percent of teachers administering the benchmark assessments during the identified window(s);

100 %Trimester 1
100% Trimester 2
100% Trimester 3

Assessment results are reflected above in 1B Actual. Teachers reviewed and analyzed data to guide instruction.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Goal 2B.

- Through the use of assessment data to guide instruction, SBAC and LCAP scores for all students, including English Learners, Foster Youth, and Low Income (unduplicated students) and Special Education students, will increase by 5% (same target as Goal 1B). Student growth toward grade level proficiency goals will also be measured by District assessments and program analysis.

ACTUAL ANNUAL MEASURABLE OUTCOMES

Goal 2B.

- Pupil achievement was measured by multiple indicators as noted in "Actual Annual Measurable Outcomes Goal 1B". In addition, student progress and achievement was monitored in SST, 504, and IEP meetings and who received counseling services.

As of May 2017:

Service	Number of Students
SST	45
504	12
IEP	58
Counseling – 2x month	3
Counseling – As needed	29
Counseling – Weekly	35
Counseling – 3x month	1
Total Counseling	68

EXPECTED ANNUAL MEASURABLE OUTCOMES

Goal 2C.

- Collaboration among teaching staff to analyze data and set goals for

ACTUAL ANNUAL MEASURABLE OUTCOMES

Goal 2C.

- Grade level and subject matter PLC teams met on a regular basis and shared their notes with the administration via Google Docs as evidenced

professional practices will occur weekly during scheduled PLC times as measured by team notes and work product.

below in Actual Services 2C.

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 **2A**

PLANNED ACTIONS: 2A

- Teaching staff to develop, implement, and analyze multiple assessments through resources such as test item banks and data management system(s). Teachers, with district support, will develop pacing guides and other common assessments.

Actions/Services

ACTUAL SERVICES: 2A

- All grades K-8 continue to develop grade level and subject matter pacing guides to correspond with the CCSS. Grades K-8, with the exception of 5th grade, completed pacing guides.

- Middle school science teachers coached K-5 teachers to begin to implement NGSS lessons and to develop Trimester Big Ideas. In addition, Middle School Science teachers provided professional development for throughout the year.

- All grades K-8 administered District benchmarks, however only the Middle School Math team was successful in utilizing the Illuminate system. Therefore, we will not be using Illuminate as our Benchmark Assessment system for the 2017-2018 school year. Rather, we will be implanting MAPS/NWEA to use as our internal assessment system. Teachers will use grade-level curriculum based assessments for District benchmarks. The District Assessment Coordinator worked with all staff during the 2016-2017 year and based on the 2017-2018 school year will continue in this capacity (based on funding).

BUDGETED

- Illuminate:

  $6,500 LCFF Base

  5000 other services

Expenditures

ESTIMATED ACTUAL

- Illuminate:

  $6,500 LCFF Base

  4000 materials and supplies

- MAPS/NWEA for 2016/17 and 2017/18:

  $14,367 LCFF Base

  4000 materials and supplies

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   **2B**

PLANNED ACTIONS: 2B

- Teachers will analyze data and create SMART goals for student achievement to submit to administration. Student progress toward goals will be monitored throughout the year and will drive instruction.

Actions/Services

ACTUAL SERVICES: 2B

- District continued to use Synergy for our student management system and report cards. District attempted to use Illuminate with no degree of efficiency. District continued to use STAR Reading & Math, Lexia Core 5 Reading, and IXL to measure and track student data and progress towards grade level goals. K-8 teachers analyze student data to guide instruction and develop grade level SMART Goals.

BUDGETED

No additional cost

Expenditures

ESTIMATED ACTUAL

Costs included in 1B above

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   **2C**

PLANNED ACTIONS: 2C

District to provide time during the school day for teachers to collaborate within their grade level and subject matter PLC teams. District to provide PLC training as needed.

ACTUAL SERVICES: 2C

Middle school teams met weekly in their 'What's Up Wednesday' to focus on curriculum, assessment, integration of STEAM/PBL, and Character Education. In addition middle school was provided release days to collaborate in their subject matter PLCs.

K-5 teams met on a regular basis during the school day in their PLCs and shared their notes with the instructional coaches and administration via Google Docs. Updated example:

Actions/Services

Team: _____ Professional Learning Community Minutes Date of Meeting:	
Attendees:	
Reflection of Previous Week:	
Curriculum Planning for Upcoming Week:	
Intervention/Enrichment Needs: (List any/all students who need to be reconsidered for interventions)	
FIT	
Assessment Information:	
Outstanding/Need to Do: (Note who is responsible for working on this)	
Other	

Expenditures

BUDGETED
No additional cost

ESTIMATED ACTUAL
No additional cost

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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.	Goal 2 actions and services were implemented with fidelity and found to be effective. With the assistance of the assessment coordinator all assessments were given within a specific window and all student data was disseminated to teachers to guide instruction. The majority of grade level and subject matter teams developed and followed pacing guides in their efforts to fully implement the common core standards with multiple materials. While the assessments were implemented we found that the assessment program was not user friendly and did not provide adequate results. The District implemented a new assessment program at the end of the current school year to develop baseline data for the following school year. Students were offered a broad course of study through elementary rotations and middle school electives.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall the District discovered the implementation of Illuminate (district assessment) was ineffective, therefore based on input, implemented a new assessment program MAPS/NWEA in an effort to measure student progress. Teachers are collaborating via PLCs to align and implement standards based lessons (CC) and develop pacing guides.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	District purchased a new assessment program MAPS/NWEA.
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.	Goal 2 is slightly modified for the 2017-2018 school year with an emphasis on targeted support for intervention and enrichment. In addition, the middle school electives (broad course of study) will offer more opportunities for students grades 6-8. Increased services for English Learners and their families will be provided in an effort to increase engagement and academic achievement. The overall goal will remain the same.

Goal 3

Increase student achievement through student, staff, parent, and community engagement, involvement, and connectedness within the school environment.

State and/or Local Priorities Addressed by this goal.

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Goal 3A.

• Maintain (increase if possible) community participation on campus and in classroom activities and parent groups as measured by school volunteer registry and attendance at meetings/events. Effectively communicate with parents/community to seek input and support in making decisions in the educational process as measured by survey results and parent feedback.

• Maintain high levels of participation in parent groups as measured by school/district.

• Continue to engage parents of exceptional needs through the IEP process.

ACTUAL

Goal 3A.

• District maintains a visitor/volunteer registry, via paper and electronically. Records indicate participation in school events continues to increase. For example, attendance at Harvest Night was approximately 400 people and attendance at Cinco de Mayo was over 700 people.

• District has approximately 152 parent and community volunteers in addition to board members for Red Barn Art, SAGE garden, PTO, SSC, DELAC, and Foundation. Administration attends all parent group meetings as measured by district calendar:

Month	Parent – District Meeting
August 2016	PTO, SAGE
September 2016	PTO, Red Barn Arts, Foundation, SSC
October 2016	PTO
November 2016	PTO, SSC
December 2016	PTO, Foundation
January 2017	PTO, SAGE, Red Barn Arts, Foundation, SCC
February 2017	PTO, Foundation
March 2017	PTO, SAGE, Red Barn Arts, Foundation, SCC
April 2017	PTO
May 2017	PTO, Foundation
June 2017	PTO, Foundation

• Parents of students with exceptional needs are engaged through consistent teacher-parent communications and parent input is reflected in IEP notes. Special Education teachers meet with parents for all initial referrals to explain the process and discuss what disabilities are being assessed and how eligibility is determined. At the conclusion of an IEP parents check a box that indicates parent involvement.

ACTUAL ANNUAL MEASURABLE OUTCOMES
Goal 3B.

• Students set Accelerated Reader (AR) and IXL goals and are monitored by teachers and recognized monthly at the SOAR Assembly. Reading Specialist/Coach met twice a week with middle school to set goals and monitor grades for at-risk and unduplicated students. In addition, middle school students needing more supports rotated through the Math FIT, Study Skills, and Scholarly Saints. Students used Google Classroom to complete 'Middle School Check-in' via Google Forms and conferenced with teacher to set and monitor goals for each class, review assignments, and AR progress towards goals. Students developed action plans to respond to missing assignments and request to re-test opportunities to improve their grades in core classes. The reading specialist/coach communicated with middle school teachers for students performing 70% and below. Elementary teachers met regularly with students and shared progress during weekly PLC meetings. K-8 teachers utilize the SST process for all at-risk students. The District recognizes that student goal-setting and monitoring needs to continue to be a priority and will continue to seek improvement.

• SPU has a broad course of study providing all students with opportunities outside of their core instruction. Red Barn Art provides a venue for students to express themselves through the visual and performing arts. Our program fosters opportunities for students to think critically, make connections, and develop aesthetic awareness. We engage students in the world of art through historical and cultural understanding of visual and performing arts and the ability to use it as a tool of expression – either visually, vocally, instrumentally, or through dance. Classroom Art

EXPECTED ANNUAL MEASURABLE OUTCOMES
Goal 3B.

• Increase student engagement by:
Collaborating to set learning goals and outcomes (as measured by teacher-charted records), providing FIT, electives, garden, and VAPA opportunities to ensure pupil enrollment in a broad course of study.

• Maintaining 96% attendance rate, attendance records, discipline records, and survey results such as the Healthy Kids and LCAP survey results such as the Healthy Kids and LCAP survey results (Note: 0% middle school dropout rate, suspension and expulsion rate. College and Career Readiness, AP pass rate, EAP College ready, HS dropout and HS graduation rates are not included as we are a K-8 district).

• Maintain or reduce the suspension rates focusing on unduplicated students (89%).

• Focus on decreasing level of chronic absentee less or equal to 2015-16 baseline.
Specific purpose of decreasing unduplicated absentees

Docents hosted students twice monthly in the Art Room and a school-wide Art Day with 20 stations providing hands-on lessons. SAGE Garden (**S**tudents **A**re **G**rowing **E**very day) creates opportunities for all students to discover the source of fresh and delicious food, make healthier food choices, become better nourished and experience our connection to the natural world through a "farm to table" approach. Our outdoor living classroom provides a dynamic, beautiful setting in which we integrate diverse learning. SAGE hosted student workdays once or twice a month (based on weather) and school-wide Harvest Day with 21 stations providing hands-on activities and Harvest Night.

VAPA opportunities are as follows:

Grade Level	Performance
Kindergarten	
First Grade	Mother Goose's Nursery Rhymes, Goldilocks, Jack & the Beanstalk
Second Grade	
Third Grade	Vacation on Mars, Weather Show
Fourth Grade	Character Matters
Fifth Grade	American Revolution
Sixth Grade	Hatshepsut, Theseus & the Mino Taur
Seventh Grade	MacBeath
Eighth Grade	Border Voices (Playwrights)

K-8 students are engaged in learning through standards-based field trips, as follows:

Grade Level	Field Trips
Kindergarten	Bates nut farm, CCAE (Fitz family), SPHS farm days
First	Fire safety, History in a trunk, flower fields, On campus planting, Annie play, CCAE (Fitz family), Incredible Insects, Leogland
Second	Mary Birch Aquarium, CCAE (Fitz family),Safari park
Third	Taste of the Arts x3, Roynon museum, Battlefields, Grape Day Park, Dr. Baker
Fourth	My Story CCAE 18wks, CCAE theater, Julian mining Co, San Luis Rey

Fifth	My Story CCAE 18wks, CCAE theater, Biztown, Riley's farm
Sixth	Councilman, archeological center, CCAE (Joy & Light), Beckman center, Annie play, CH8 weather visit, Haz mat
Seventh	High tech fair, Black violin CCAE, Scripps dissection
Eighth	Quebe Sisters CCAE, high school visits, Haz mat, high tech fair, Black violin CCAE, Beckman center, Elfin forest, Knotts Berry farm

- K- 5 students receive specialized instruction and rotate into PE, Music, and K-5 Science Lab. Middle School students participate in Electives such as, Reading/Math FIT, Study Hall, and Scholarly Saints for, Film Production, ASB Leadership, Maker Studio, Technology, Instrumental Music, VAPA, and Spanish for enrichment.

- Our Athletic Program and facilities support the community's range of interests and needs by offering a variety of interscholastic sports. SPU Athletics and PE help to build school spirit and the well being of the entire student body. Middle school students have the opportunity to join boys, girls, and co-ed interscholastic sports teams and compete against other schools. The commitment to dedicated physical education impacts our fitness and cognitive assessments, as well as physical and mental health. SPU has two PE teachers, one who specialize in elementary (K-5) and one who specializes in middle school (6-8). The program is standards-based and promotes lifelong, safe physical activity designed to develop basic movement skills, physical fitness, rhythms and dance, sports skills, as well as moderate-to-vigorous physical activities provided through PE. Both PE teachers attended Common Core State Standard Professional Development with SDCOE.

- State physical education data are follows:

Percent of Students Scoring in the Healthy Fitness Zone on the Physical Fitness Exam for Grade 5
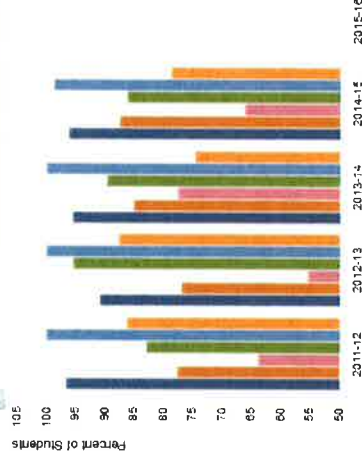
San Pasqual Union Elementary

This graph displays the percent of 5th-grade students who scored in the Healthy Fitness Zone on the California Physical Fitness Test. Healthy Fitness Zone is a registered trademark of the Cooper Institute. Visit ed-data.org for more information.

Percent of Students Scoring in the Healthy Fitness Zone on the Physical Fitness Exam for Grade 7

San Pasqual Union Elementary

This graph displays the percent of 7th-grade students who scored in the Healthy Fitness Zone on the California Physical Fitness Test. Healthy Fitness Zone is a registered trademark of the Cooper Institute. Visit ed-data.org for more information.

5th and 7th grade data comparison 2014-2016

Physical Education Data for 5th & 7th - % AT or Above	2014 5th	2016 7th
Same cohort of students		
Aerobic Capacity	83%	87%

Body Composition	74%	81%
Abdominal Strength	97%	81%
Trunk Extension Strength	93%	94%
Upper Body	74%	65%
Flexibility	83%	89%

School Analysis: Our students in 2016 showed improvements in; Aerobic Capacity, Body Composition, Trunk Extension, and Flexibility. The Abdominal Strength in 2016 decreased by 16% and Upper Body scores went down 9%. Moving forward, we'll focus on improving abdominal and upper body strength by focusing on core strength exercises and upper body & trunk strength and stability exercises.

- SPU offers after school opportunities to further enhance a broad course of study: Academic Chess for K-8, interscholastic sports for middle school, and Engineering for Kids for elementary students.

- STEAM (Science, Technology, Engineering, Arts, Math) opportunities are offered to all K-8 students and celebrated with our annual STEAM Fair.

- SPU believes that student engagement as well as counseling and mental health services directly impact student attendance. In addition, students are recognized each trimester for attendance. As of May 2017, our records indicate SPU was able to maintain our school-wide goal of 96%:

Attendance	2014-2015	2015-2016	2016-2017
School-wide	97%	97%	97%
Chronic Absenteeism	2.7%	.89%	3.16%
English Learner	96%	97%	97%
Foster Youth	93%	94%	90%

Of the chronic absenteeism, four of the 555 students were ill and unable to attend school for extended periods of time. All students were supported by either Home Hospital, Independent Study, and/or teacher tutorial, and counseling services.

- As of May 2017, our records indicate SPU's suspension rates increased in the 2016-2017 school year:

Suspensions	2014-2015	2015-2016	2016-2017
School-wide	7 students	5 students	17 students
English Learner	1 student	3 students	9 students
Foster Youth	6 students	4 students	2 students
Low Income	6 students	4 students	8 students

As reflected in the data above, school-wide suspension rates increased significantly from previous years. With regards to subgroups, while suspension rates in foster youth dropped 50%, there were increases in suspension of our English Learners and Low Income subgroups.

Several factors contributed to the increase in suspensions. First, 5 of the 17 suspensions (nearly 30%) occurred in a single incidence in which 5 students (mostly English Learners and Low Income) brought a dangerous weapon to school. As a condition of reinstatement, the students enrolled in and completed a program teaching good decision-making and pro-social behavior and participated in counseling with school psychologist.

In 4 other incidents (23.5%), students were suspended after they engaged in behaviors which physically harmed or stole property from another student.

Students received other means of correction, including conferences between school personnel, the pupil's parent or guardian, and the pupil; referrals to the school counselor and social worker intern; and/or participation in student study team meetings. Prior to and after suspension, these students also received support via a positive behavior support approach with tiered interventions during the school today. Students further benefited from all staff implementation of restorative practices and Trauma Informed Practices for Schools (TIPS).

EXPECTED ANNUAL MEASURABLE OUTCOMES

Goal 3C.

Support students by providing counseling and mental health services as measured by counseling logs.

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 3

Actions/Services

PLANNED ACTION 3A.

- Administration to attend regular meetings with all parent groups to communicate and gain input into educational decisions and strategies. Maintain/increase parent involvement on campus.

- Communicate effectively with community and parents through multiple methods (i.e. school website, weekly e-newsletter, phone calls and email through Blackboard Connect, paper copy, and electronic marquee) to increase knowledge and participation in programs and activities. Continue use of surveys to obtain parental input.

ACTUAL ANNUAL MEASURABLE OUTCOMES

Goal 3C.

- District employed a school psychologist and contracted a Behavior Specialist from Vista Hill. In addition District collaborated with SDCOE and SDSU to provide one social worker intern. Data from counseling and mental health logs as of May 2017 are as follows:
  - o Students Receiving Individual Counseling: 39
  - o Students Receiving both Individual and group counseling: 9
  - o Students receiving group counseling only: 14

ACTUAL ACTION 3A.

- Administrators attended regular parent group meetings as indicated above in *Goal 3A. Actual.*

- SPU communicates with parents/community via Blackboard Connect (emails, phone calls), District and teacher web-sites, weekly SOAR E-Newsletter, email blasts, social media apps and parent conferences. Other school activities (not otherwise listed) that aid in student/ parent communication and involvement are:
  - o Foundation – Hearts Are Wild, Fun Run, Golf Tournaments
  - o PTO – Variety Show, Pancakes with Santa, Book Fairs, Family Nights, Loved One's Lunch
  - o School Based – SOAR Assemblies, Lunch Bunch, Middle

School dances

In addition, the District meets regularly with parent groups as indicated in *Goal 3A. Actual in* an effort to engage them in school activities and classroom learning. In addition, the parents and community participate in the Healthy Kids Survey, Speak-Up Survey, and the LCAP survey. Results of the LCAP parent survey are as follows:

Note: *Please take a few moments to provide your input on setting District priorities and telling us what we are doing well and where we can improve.*	% of 'High Priority' Responses		
Question	Staff	Parent	EL
Highly qualified teachers	86%	92%	76%
Students taught state adopted academic content standards	70%	52%	71%
Parent involvement and participation	86%	72%	47%
Student achievement	86%	84%	82%
Student attendance and engagement	67%	76%	88%
School safety	93%	88%	82%
Positive school climate and culture	70%	84%	82%
Facilities in good repair	80%	92%	88%
Student access to instructional materials	37%	84%	82%
Student access to intervention and enrichment opportunities	63%	80%	65%
Student access to physical education	80%	74%	65%
Student access to VAPA (Visual and Performing Arts)	80%	84%	53%
Student access to school garden	60%	64%	41%
Student access to STEAM (Science, Technology, Arts, & Math)	50%	88%	65%
Student access to character education	37%	80%	71%
Student access to instructional technology	50%	80%	59%
Student access to counseling support	53%		

Teachers use data to inform instruction	57%	
Teacher access to training and professional development	47%	72%	65%
Teacher access to reading support	47%	
Teacher access to math support	43%	
Teacher access to science support	12%	
Teacher participation in Professional Learning Community (PLC)	63%	

- The District continues to use an electronic check-in system (Jolly Tech) to monitor and track visitors and volunteers. The system serves two purposes:
  - To identify people on campus for safety, and
  - To track parent and community volunteers to measure participation and engagement. There are events when the electronic system cannot measure the volume of visitors, at these times the District utilizes the paper register.

Expenditures

BUDGETED

- Edulink $1,650
  LCFF Base
  5000 other services
- Web page $2,435
  LCFF Base
  5000 other services
- E-Newsletter (Constant Contact) $378
  LCFF Base
  5000 other services

ESTIMATED ACTUAL

- Edulink $1,650
  LCFF Base
  5000 other services
- Web page $2,469
  LCFF Base
  5000 other services
- E-Newsletter (Constant Contact) $348
  LCFF Base
  5000 other services

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 3

PLANNED ACTION 3B.

- Students below grade level, focus on unduplicated students will collaborate with teachers to create individualized learning goals. All students K-8 will set and monitor individual reading goals collaboratively with their classroom teacher(s).

- Students to participate in FIT, STEAM, electives, garden, and VAPA opportunities (as measured by teacher records). District to update Strategic Art Plan, partner with the California Center of the Arts, and Safari Park.

ACTUAL ACTION 3B.

- 1st – 8th grade students met with their reading/literature teacher each trimester to set AR reading goals. Teachers assist students in tracking progress toward goals through teacher student conferences..

- Parents/Guardians and students may track progress toward goals through the AR Home Connect program.

- District teachers recognize that some overall student goal setting occurred and progress monitoring should be done by trimester in all core subjects.

- Unduplicated and at-risk middle school students received additional monitoring during their Study Skills, Scholarly Saints, and Reading/Math FIT classes.

- Middle school teachers report effective use of on-line and paper agendas and personal contact contributed to positive school-home communications.

- Unduplicated and at-risk elementary school students received additional monitoring during their Reading/Math FIT rotations.

BUDGETED

California Center for the Arts – TBD

ESTIMATED ACTUAL

California Center for the Arts – No additional cost, sponsored through donations

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   3

PLANNED ACTION 3C.

- District to staff mental health professionals, including school psychologist, behavior therapist, and social worker intern(s) (as needed). Mental health specialists maintain counseling logs to document supports provided.

- Counseling services with Restorative Practices and

ACTUAL ACTION 3C.

- District provided mental health professionals as indicated in *Goal 3C* above. In addition, administration and specialist attended Training of Trainers workshop for Trauma Informed Practices for schools (TIPS). The training focused on the impacts of trauma on student behavior and the importance of creating a trauma sensitive learning environment.

- SPU continued to implement character educational programs,

Trauma Informed Care (TIC) practices may be used in lieu of disciplinary action, as appropriate.

- District to implement character education programs, including the 6 Pillars of Character. Expectations Expo scheduled annually to remind students of campus expectations and resources for support.

- District to implement Digital Citizenship program for all teachers, supported by SDCOE.

- District to recognize and incentivize student success in the areas of academics, attendance, and positive behaviors.

- District to provide reporting tools, including Anonymous Alerts and WeTip for students, staff and community to report bullying (including cyber bully), drugs/alcohol, student mental health concerns and criminal activity on campus).

including the 6 Pillars of Character, How Full is Your Bucket, Digital Citizenship, and Personal Best (John Wooden). Monthly Patriotic SOAR emphasized the character trait of the month. Students continue to be recognized and incentivized through awards, rewards, public recognition, and positive praise. Students in K-3 are recognized for good character with an award and participation in a character luncheon

- All teachers and students attended Expectations Expo in August of 2016. During the day, students rotated through stations learning about rules and expectations to promote a safe and successful school year.

- Students and Community members continue to use We Tip & Anonymous Alerts, results are as follows:

	2015-2016	2016-2017
Bullying	7	9
Threats	2	1
Physical Abuse	1	2
Self-Harm	1	1
Fighting	1	0
Harassment	1	2
Other	3	13

District has confidence the increase in numbers is directly due to an increased awareness of and trust in the system and process. It is our belief that it is not a representation of an increased threat and/or danger at school. The majority of reports for 'Other' are students with concerns about the health and well being of other students.

Consistent with Restorative Practices and Trauma Informed Care, students routinely referred to school counselor in lieu of disciplinary action.

Expenditures

BUDGETED

- Vista Hill
  $50,000 LCFF Base
  5000 consulting
- School Psychologist
  $65,000 LCFF Base
  1000/3000 certificated salaries and benefits
- Character Assembly
  $1500 LCFF Base
  5000 other services
- Incentive Rewards
  $2000 LCFF Base
  4000 materials and supplies
- Anonymous Alerts
  $482 LCFF Base
  5000 other services

ESTIMATED ACTUAL

- Vista Hill
  $49,800 LCFF Base
  5000 consulting
- School Psychologist
  $71,442 LCFF Base
  1000/3000 certificated salaries and benefits
- Character Assembly No additional cost
- Incentive Rewards
  $1,870 LCFF Base
  4000 materials and supplies
- Anonymous Alerts No additional cost

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.	Goal 3 continues to be successful. Especially the participation, involvement, and collaboration of community partnerships and parents, both in the classroom, school-wide events and in organized parent groups. The school attendance rate remains high and survey results indicate students and staff feel connected and safe on campus and parents feel welcome.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall success
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Additional expenditure, adding one day to the School Psychologist weekly 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.	Goal 3 is slightly modified with the addition of a focus on school climate in our efforts to improve connectedness within the school environment. New strategies will be put in place to further connect students to a positive environment through recognition and leadership opportunities.

Stakeholder Engagement

LCAP Year   ☒ 2017-18   ☐ 2018–19   ☐ 2019–20

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?

Group	Meeting Dates Pertaining to LCAP Input and Development:
Governing Board	12/13/16, 1/17/17, 2/14/17, 3/14/17, 4/4/17, 6/13/17, 6/20/17
Staff (Bargaining Unit) Teachers, Classified	2/1/17, 2/9/17, 2/23/17, 3/1/17, 3/23/17, 4/5/17, 4/27/17
School Site Council	11/8/16, 1/17/17, 3/14/17
DELAC	12/5/16, 1/30/17, 2/6/17, 2/13/17
PTO Executive Board (Parent Advisory Committee to the LCAP)	11/16/16, 12/16/17, 2/17/17, 1/17/17, 3/17/17
Student Council	8/29/17, 2/14/17, 3/14/17
LCAP & Healthy Kid Surveys	Superintendent/Principal, Assistant Principal, Classified & Certificated staff, parent groups & community, students participated in both surveys. Both surveys were available on our web-site, introduced at parent meetings, and integrated into staff & student meetings.

Draft LCAP was posted on district website for community review and input.

LCAP Public Hearing June 13, 2017
LCAP Board Adoption June 20, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholder Engagement Impact:

- Certificated staff (bargaining unit) had the opportunity to respond to all goals within the LCAP, LCAP survey, and the Healthy Kids Survey. Their responses include the school supports student learning, is a safe place for staff and students, feel parent involvement is important, and appreciate the broad course of study (VAPA, PE, garden, and art). The staff would like more technology equipment to support student learning.

- Parents had the opportunity to respond to the LCAP goals, LCAP survey, and the Healthy Kids Survey. Their responses include the school treats all children with respect, provide adequate social/emotional supports (room to grow), feel welcome and well informed. Parents are satisfied with the number of opportunities provided for involvement, such as PTO, SAGE, Red Barn Arts, and Foundation events as well as classroom volunteer time. In addition, parents report that teacher quality is important and the campus is in good repair. EL parents were provided the opportunity to complete both the LCAP survey and the Healthy Kids Survey during a DELAC meeting. They report student achievement, attendance and engagement is a priority. Results indicate that the district needs to focus more on parent involvement and participation for our EL families.

- Students provided feedback via Student Council and 5th/7th Healthy Kids Survey. Their responses include they are offered interesting activities in school, have an adult who cares about them, and are happy and safe at school.

The feedback from stakeholders was incorporated into Goal 2 of the LCAP. Additionally, due to specific feedback from stakeholders related to board course of study and student supports, Goal 3 Action 2 was continued in the LCAP. Additionally, Goal 3 Action 1 related to parent/community involvement was modified and incorporated into the current LCAP. To address stakeholder feedback related to ongoing supports for all students including English Learner students, Goal 2 Action 2 continues to be in place to provide additional supports to unduplicated pupils.

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.

☐ New   ☒ Modified   ☐ Unchanged

Goal 1

Increase academic achievement through quality instruction and technology integration in a broad course of study delivered by highly qualified teachers on a safe, clean, and well maintained school campus.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Board Goals: 2, 3,4,6

Superintendent Goals: 2, 3, 4, 5

Identified Need

- Improved student achievement
- Quality classroom instruction
- Student and teacher access to technology
- Safe/clean school campus and environment

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Goal 1A: Appropriately credentialed teachers (as measured by annual credential review) will use California State Standard instructional materials (as	**Goal 1A:** Maintain baseline of 100% fully credentialed teacher and appropriately assigned teachers. Maintain (or increase) standards based instructional materials. *(as evidenced in annual credential review and board*	Maintain	Maintain	Maintain

action(s))

measured by District annual inventory of instructional materials and Board Public Hearing & Resolution certifying the District has sufficient textbooks and instructional materials).

Goal 1B:

California State Standards (CC) will be implemented and utilized to support student learning and outcomes.

Goal 1B :

100% of classrooms will implement state standards to ensure all students including English Learners have access to the content as evidence by:

- Site/teacher evaluation
- Budgeted purchases
- Schedules and calendar)
- Observations and anecdotal records

Maintain

Maintain

Maintain

Goal 1C:

- FIT

Goal 1C:

- Maintain FIT (Facility Inspection Tool) score of 'Exemplary'

Maintain

Maintain

Maintain

• Surveys to measure a positive school culture and learning environment	• 88% of students respond "agree" or better to questions related to school culture and climate.		
	Maintain or increase by 1% over the baseline	Maintain or increase by 1% over the baseline	Maintain or increase by 1% over the 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   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☒ All schools   ☐ Specific Schools: _____   ☐ Specific Grade spans: _____

OR

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

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide Group(s)   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student

Location(s)   ☐ All schools   ☐ Specific Schools: _____   ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New   ☒ Modified   ☐ Unchanged

Modify goals based on 2017-18 student achievement data.

a. Appropriately credentialed and assigned certificated staff.
b. Instructional materials aligned to the state standards provided for all students.
c. K-5 teachers will pilot ELA Houghton Mifflin 'Journeys' textbooks and middle school will pilot ELA Houghton Mifflin 'Collections' textbooks.
d. Maintain a safe, clean, and well-maintained school facility

2018-19

☐ New   ☒ Modified   ☐ Unchanged

Modify goals based on 2017-18 student achievement data.

a. Appropriately credentialed and assigned certificated staff.
b. Instructional materials aligned to the state standards provided for all students.
c. Purchase ELA adoption
d. Maintain a safe, clean, and well-maintained school facility
e. Continue the implementation of state standard curriculum, both

2019-20

☐ New   ☒ Modified   ☐ Unchanged

Modify goals based on 2018-19 student achievement data.

a. Continue to increase services for all at-risk students, unduplicated students, with a special focus on English Learners.
b. Continue the implementation of state standard curriculum, both supplemental and pilot or adopted textbooks.
c. Learning plans (ELP) designed for all at-risk students with a focus on unduplicated students with a special focus on English Learners.

d. Maintain a safe, clean, and well-maintained school facility
e. Maintain implementation and evaluation of surveys used to measure culture and learning environment
f. Pilot History/Social Studies curriculum

supplemental and pilot or adopted textbooks.
f. Learning plans (ELP) designed for all at-risk students with a focus on unduplicated students with a special focus on English Learners.
g. Maintain implementation and evaluation of surveys used to measure culture and learning environment

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$10,000
Source	Base	Base	Base
Budget Reference	4000 books and supplies b. state standard instructional materials	4000 books and supplies b. state standard instructional materials	4000 books and supplies b. state standard instructional materials
Amount	$194,632	$197,922	$201,264
Source	Base	Base	Base
Budget Reference	2000-5000 classified salaries and benefits and other services d. Maintained school facility (maintenance and grounds)	2000-5000 classified salaries and benefits and other services d. Maintained school facility (maintenance and grounds)	2000-5000 classified salaries and benefits and other services d. Maintained school facility (maintenance and grounds)
Amount	$0	$0	$0
Source	No associated costs sub-actions: a,c	No associated costs sub-actions: a, c	No associated costs sub-actions: a, c

Budget Reference	No associated costs	Budget Reference	No associated costs	Budget Reference	No associated costs

Action 2

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

Students to be Served: ☒ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

Location(s): ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
	Maintain	Maintain

a. Certificated and classified staff to receive professional development for instructional strategies to serve unduplicated students.

b. SPED Coordinator to implement TEAMS (Translating Evidence Based Interventions for ASD: A Multi-Level Implementation Strategy

c. Collaborate with SDCOE regarding curriculum and instruction.

d. Maintain implementation and evaluation of surveys used to measure culture and learning environment.

e. Specialists/Coaches will support teachers and

students, and provide professional development. EL Coordinator will increase support for EL students and increase PD for teachers of EL students.

f. EL Coordinator to attend SDCOE trainings and meetings, such as ELPAC.

g. District to collaborate with SDCOE to develop a technology plan and pilot Business Intelligence Dashboard Creation.

h. District to continue implementation of 'Technology Refresh Plan' to replace old equipment and to purchase new equipment for student and staff use.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$2,788	$2,788	$2,788
Source	Title 1	Title 1	Title 1
Budget Reference	1000, 3000, 4000, 5000 certificated salary and benefits, books and supplies, consultants a. professional development	1000, 3000, 4000, 5000 certificated salary and benefits, books and supplies, consultants a. professional development	1000, 3000, 4000, 5000 certificated salary and benefits, books and supplies, consultants a. professional development
Amount	$7,944	$7,944	$7,944
Source	Title II	Title II	Title II
Budget Reference	1000, 3000, 4000, 5000 certificated salary and benefits, books and supplies, consultants a. professional development	1000, 3000, 4000, 5000 certificated salary and benefits, books and supplies, consultants a. professional development	1000, 3000, 4000, 5000 certificated salary and benefits, books and supplies, consultants a. professional development
Amount	$8,565	$0	$0
Source	Educator Effectiveness		

	Column 1	Column 2	Column 3
Budget Reference	1000, 3000, 4000, 5000 certificated salary and benefits, books and supplies, consultants a. professional development		1000, 3000, 4000, 5000 certificated salary and benefits, books and supplies, consultants a. professional development
Amount	$4,000	$8,565	$8,565
Source	Base	Base	Base
Budget Reference	1000, 3000, 4000, 5000 certificated salary and benefits, books and supplies, consultants a. professional development	1000, 3000, 4000, 5000 certificated salary and benefits, books and supplies, consultants a. professional development	1000, 3000, 4000, 5000 certificated salary and benefits, books and supplies, consultants a. professional development
Amount	$28,000	$0	$0
Source	Base		
Budget Reference	4000, 5000 books and supplies h. technology		
Amount	$0	$0	$0
Source	No associated costs sub-actions: b, c, d, e, f, g	No associated costs sub-actions: b, c, d, e, f, g	No associated costs sub-actions: b, c, d, e, f, g
Budget Reference			

☐ New ☒ Modified ☐ Unchanged

Goal 2

Increase academic achievement through targeted support / intervention and enrichment for all students including Special Education, English Learner, Foster Youth, and Low Income students using data derived from multiple assessments to measure student progress, guide instruction and improve professional practice.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL Board Goals: 3, 4

Superintendent Goals: 3, 4

Identified Need

• Implementation of assessments and analysis of data to guide instruction
• Targeted instruction for all students below grade level to include unduplicated student groups (Special Education, English Learners, Foster Youth, and Low Income students)
• Collaboration time for Professional Learning Community and professional development / learning

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Goal 2A: • As measured by student assessment data	**Goal 2A:** Maintain timely and effective implementation of district assessments. Effective use of data to guide instruction and develop interventions. *(as measured by schedules, calendars, and PLC notes)*	Maintain timely and effective implementation of district assessments. Effective use of data to guide instruction and develop interventions. *(as measured by schedules, calendars, and PLC notes)*	Maintain timely and effective implementation of district assessments. Effective use of data to guide instruction and develop interventions. *(as measured by schedules, calendars, and PLC notes)*	Maintain timely and effective implementation of district assessments. Effective use of data to guide instruction and develop interventions. *(as measured by schedules, calendars, and PLC notes)*
Goal 2B:	**Goal 1B: Baseline Scores**	Review assessment results (as measured by):	Review assessment results (as measured by):	Review assessment results (as measured by):

• SBAC scores for all students will increase by 5% in both ELA and Math. *(as measured by assessment data)*	2015/2016 SBAC/CAASPP results: 	Met or Exceeded	ELA	Math
---	---	---
All	69%	55%
EL	6%	6%
SED	39%	26%	 2017 STAR results: 	At or Above	Reading
---	---
All	72%
ELL	15%
SED	19%		SBAC/CAASPP Dashboard MAPS/NWEA STAR Reading	SBAC/CAASPP Dashboard MAPS/NWEA STAR Reading	SBAC/CAASPP Dashboard MAPS/NWEA STAR Reading
• Implementation of state adopted standards.				
• Implementation of NWEA/MAPS				
• Physical Fitness Performance	Student performance in all sub-categories of the Physical Fitness test is at or above 80% except for upper body which is at 65%. *Note: The District will not be implementing STAR Math assessments in future years. The District implemented MAPS/NWEA at the end of Trimester 3 in 2017 to be used as a baseline, however results were not ready at the time of this report. *(as measured by implementation schedule and results)* As measured by student attendance, anecdotal notes, and student progress)	Maintain or improve by 1% abdominal and upper body strength sub-category performance.	Maintain or improve by 1% abdominal and upper body strength sub-category performance.	Maintain or improve by 1% abdominal and upper body strength sub-category performance.
	Achieve a reclassification rate	Achieve a reclassification rate	Achieve a reclassification rate	Achieve a reclassification rate of

	Baseline			
English Learner reclassification rate	12% reclassification rate	of 15%	of 17%	19%
English Learner progress toward English language proficiency	42% of students achieving Early Advanced or Advanced on the CELDT	50% of students achieving Early Advanced or Advanced on the CELDT Establish baseline performance on ELPAC	Increase 1% over the baseline performance for ELPAC	Increase 2% over the baseline performance for ELPAC
Goal 2C: _As measured by team notes_ • Student Attendance • Chronic Absenteeism • Middle School Dropout rate • Pupil suspension rate • Pupil expulsion rate	Attendance Baseline of 97% Chronic Absenteeism Baseline of 3% Middle school Dropout Baseline of 0% Pupil suspension rate 3% Expulsion rate 0%	Maintain Attendance rate of 97% Maintain or decrease chronic absenteeism Maintain middle school dropout rate of 0% Maintain or decrease suspension rate Maintain expulsion rate of 0%	Maintain Attendance rate of 97% Maintain or decrease chronic absenteeism Maintain middle school dropout rate of 0% Maintain or decrease suspension rate Maintain expulsion rate of 0%	Maintain Attendance rate of 97% Maintain or decrease chronic absenteeism Maintain middle school dropout rate of 0% Maintain or decrease suspension rate Maintain expulsion rate of 0%

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   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☐ All schools   ☐ Specific Schools: _____   ☐ Specific Grade spans: _____

OR

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

Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income

Scope of Services   ☒ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☒ All schools   ☐ Specific Schools: _____   ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
a. District will continue to use Specialists – Instructional Coaches to provide targeted support and professional development.	Adopt ELA curriculum Maintain	Pilot Social Studies/History curriculum Maintain
b. K-5 Teachers will pilot ELA Houghton Mifflin 'Journeys' textbooks and middle school will pilot ELA Houghton Mifflin 'Collections' textbooks.		
c. Teachers will utilize supplemental materials for the implementation of the California State Standards (CC).		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$117,172	$122,228	$123,980
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000, 3000 certificated salaries and benefits a. Reading Specialist/Instructional Coach	1000, 3000 certificated salaries and benefits a. Reading Specialist/Instructional Coach	1000, 3000 certificated salaries and benefits a. Reading Specialist/Instructional Coach
Amount	$45,976	$48,368	$50,664
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000, 3000 certificated salaries and benefits a. EL Coordinator / Instructional Coach	1000, 3000 certificated salaries and benefits a. EL Coordinator / Instructional Coach	1000, 3000 certificated salaries and benefits a. EL Coordinator / Instructional Coach
Amount	$0	$0	$0
Source	No associated costs sub-actions: b, c	No associated costs sub-actions: b, c	No associated costs sub-actions: b, c
Budget Reference			

Action **2**

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

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
	Maintain	Maintain

a. Specialists/Coaches will support teachers and students, and provide professional development. EL Coordinator will increase support for EL students and increase PD for teachers of EL students.

b. EL Coordinator/Instructional Coach will continue summer intervention, after school tutorial, and individualized IXL and LEXIA plans for each EL student.

c. EL families will be provided with supports via Mano-o-Mano program and the Family Literacy Project.

d. Learning plans (ELP) designed for all at-risk students with a focus on unduplicated students with a special focus on English Learners.

e. Teaching staff to administer and analyze assessments. Data used to measure student growth, develop interventions, and demonstrate

implementation of state adopted standards

f. District to analyze internal assessments and develop a baseline to measure student growth.

g. Time for staff to collaborate on professional practices, curriculum & instruction, assessments & data.

h. Maintain regular PLC meetings, staff meetings, and professional development. *(as measured by schedules, calendars, notes)*

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$3,730	$3,800	$3,870
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000,3000 classified salaries and benefits b. EL after school tutorial	2000,3000 classified salaries and benefits b. EL after school tutorial	2000,3000 classified salaries and benefits b. EL after school tutorial
Amount	$900	$950	$1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1,000, 2000, 3000 certificated and classified salaries and benefits b. EL summer intervention	1,000, 2000, 3000 certificated and classified salaries and benefits b. EL summer intervention	1,000, 2000, 3000 certificated and classified salaries and benefits b. EL summer intervention
Amount	$2000	$2000	$2000
Source	Supplemental	Supplemental	Supplemental

Budget Reference	5000 consultant c. Mano-o-Mano	
Amount	$600	
Source	Supplemental	
Budget Reference	4000 books and supplies c. Family Literacy Project	
Amount	$0	
Source	No associated costs sub-actions: a, d	
Budget Reference		

Repeated (second column):

Budget Reference — 5000 consultant c. Mano-o-Mano

Amount — $600

Source — Supplemental

Budget Reference — 4000 books and supplies c. Family Literacy Project

Amount — $0

Source — No associated costs sub-actions: a, d

Budget Reference —

Repeated (third column):

Budget Reference — 5000 consultant c. Mano-o-Mano

Amount — $600

Source — Supplemental

Budget Reference — 4000 books and supplies c. Family Literacy Project

Amount — $0

Source — No associated costs sub-actions: a, d

Budget Reference —

☐ New   ☒ Modified   ☐ Unchanged

Goal 3

Increase academic achievement and school climate through student, staff, parent, and community engagement, involvement, and connectedness within the school environment.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Board Goals: 3, 4, 6

Superintendent Goals: 3, 4, 6

<u>Identified Need</u>

- Parent and community involvement and support
- Maintain overall school attendance rate of 97% and reduce chronic absenteeism rate of 3%
- Reduce suspension rate of 3%
- Positive school climate and morale

<u>EXPECTED ANNUAL MEASURABLE OUTCOMES</u>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Goal 3A: District collaboration with parent and community groups and activities. *(as measured by agendas and notes).* Promote parent participation for parents of all students including pupils with exceptional needs and unduplicated students.	**Goal 3A:** District will ensure 100% of schools focus on parent and community involvement and promote participation of parents of all students in the classroom and school activities through multiple methods of communication (print, digital and phone based). EL Coordinator will continue with parent training for DELAC via Mano-o-Mano and will add Latino Family Literacy Project to increase EL family involvement and engagement.*(as measured by visitor/volunteer logs, agendas, and notes)*	Maintain	Maintain	Maintain
Goal 3B: Broad course of study Students to participate in multiple learning opportunities *(as measured by student schedule, activities, and school records).*	**Goal 3B:** District to focus on student-learning opportunities so 100% of students have equal access to and are enrolled in a broad course of study including pupils with exceptional needs and unduplicated students. *(as measured by student schedule, activities, and*	Maintain	Maintain	Maintain

school records)

Goal 3C:

Students to receive
supports in academics,
mental health,
attendance, behavior,
and safety. *(as
measured by school
anecdotal records)*

Goal 3C:

District to continue to employ
School Psychologist,
Behavior Specialist and
collaborate with SDCOE for
social worker intern. *(student
support measured by
counseling and mental health
counseling log)*

Maintain

Maintain

Maintain

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   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☒ All schools   ☐ Specific Schools: _____   ☐ Specific Grade spans: _____

OR

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

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide Group(s)   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student

Location(s)   ☐ All schools   ☐ Specific Schools: _____   ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New   ☒ Modified   ☐ Unchanged

a. Parent and community involvement and support – Administrators to attend regular meetings with all parent groups in an effort to communicate and gain input into educational decisions and strategies.

b. EL families will be provided with supports via Mano-o-Mano program and the Family Literacy Project.

c. Communicate with parents and groups through multiple methods (i.e. school website, weekly e-newsletter, phone calls and email through Constant Contact (Edulink), paper copy, and electronic marquis) to increase participation and

2018-19

☐ New   ☐ Modified   ☒ Unchanged

Maintain

2019-20

☐ New   ☐ Modified   ☒ Unchanged

Maintain

engagement. Continue the use of surveys to obtain parental input.

d. Positive school climate and morale – Implement a broad course of study and after school activities to engage students. Implement Character Education programs (6 Pillars of Character) and Expectations Expos to reinforce school and campus expectations and resources for support. Students to receive instruction in Digital Citizenship. Students will be recognized during SOAR assemblies for good character and academic achievement.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$1,650	$1,650	$1,650
Source	Base	Base	Base
Budget Reference	5000 other services c. Constant Contact	5000 other services c. Constant Contact	5000 other services c. Constant Contact
Amount	$2,469	$2,469	$2,469
Source	Base	Base	Base
Budget Reference	5000 other services c. Webpage	5000 other services c. Webpage	5000 other services c. Webpage
Amount	$348	$348	$348
Source	Base	Base	Base
Budget Reference	5000 other services c. E-newsletter	5000 other services c. E-newsletter	5000 other services c. E-newsletter

Amount	$2000
Source	Base
Budget Reference	4000 books and supplies d. Student recognition

Amount	$0
Source	No associated costs sub-actions: a, b
Budget Reference	

Amount	$2000
Source	Base
Budget Reference	4000 books and supplies d. Student recognition

Amount	$0
Source	No associated costs sub-actions: a, b
Budget Reference	

Amount	$2000
Source	Base
Budget Reference	4000 books and supplies d. Student recognition

Amount	$0
Source	No associated costs sub-actions: a, b
Budget Reference	

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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 **2**

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

Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]

Location(s)   ☐ All schools   ☐ Specific Schools: _____   ☐ Specific Grade spans: _____

OR

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

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide Group(s)   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student

Location(s)   ☐ All schools   ☐ Specific Schools: _____   ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
	Maintain	Maintain

a. Students to receive intervention/enrichment services, including unduplicated and special education students. Students will collaborate with their teacher to create individualized learning goals. All 1st to 8th grade students set individual reading goals to be monitored by teachers.

b. Counseling services, Restorative Practices, and Trauma Informed Care (TIC) may be utilized in lieu of disciplinary action, as appropriate.

c. Reporting tools, Anonymous Alerts and We TIP, to be provided to students, staff, and community

to report bullying, (including cyber bullying), drugs/alcohol, student mental health concerns, and criminal activity on campus.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
b. Amount	$41,900	$42,625	$43,375
Source	Base	Base	Base
Budget Reference	2000, 3000 classified salaries and benefits b. site behavioral specialist	2000, 3000 classified salaries and benefits b. site behavioral specialist	2000, 3000 classified salaries and benefits b. site behavioral specialist
b. Amount	$78,171	$79,379	$80,565
Source	Base	Base	Base
Budget Reference	1000, 3000 certificated salaries and benefits b. school psychologist	1000, 3000 certificated salaries and benefits b. school psychologist	1000, 3000 certificated salaries and benefits b. school psychologist
Amount	$6,347	$6,347	$6,347
Source	Title III	Title III	Title III
Budget Reference	1000, 3000 certificated salaries and benefits f. EL Coordinator	1000, 3000 certificated salaries and benefits f. EL Coordinator	1000, 3000 certificated salaries and benefits f. EL Coordinator
Amount	$0	$0	$0
Source	No associated costs sub-actions:	No associated costs sub-actions:	No associated costs sub-actions: a, c

a, c

Budget
Reference

Budget
Reference

a, c

Budget
Reference

Budget
Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $ 168,971

Percentage to Increase or Improve Services: 4.25 %

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).

Goal 2 of the LCAP has been designated to outline the increased and improved services for unduplicated students. Goal 1 Action 1 and Goal 1 Action 2 outline each of the categories of actions that are principally directed toward unduplicated pupils.

The services in the LCAP demonstrate consistent services for unduplicated students in the 2016-2017 school year and plans for the 2017-2018 school year. The expenditure of LCFF Supplemental Funds sere used for the ELD Coordinator (Goal 2 Action 2) who provided professional development for all staff and provided services principally directed to unduplicated students. ELD Coordinator provided family engagement through the Mano-o-Mano program and DELAC. In addition, the LCAP provides mental health services and supports for all students.

Additional time within the master schedule for all grades K-8 provided FIT (Focused Intervention Time) to facilitate differentiated instruction to meet the needs of all students with a focus on English Learners and Special Education students (unduplicated students). FIT groups provide small group instruction and additional student supports at no extra cost to the district. FIT is coordinated by our specialists, ELD Coordinator, Math and Reading instructional coaches to provide increased services to support the success of our at-risk students, with a focus on English Learners (unduplicated students). The educational program provides students with additional time with content area specialist for re-teaching through targeted instruction. PLC meetings address access to rigorous CCSS and provide the teachers and students with supports.

Research has proven that additional time with a highly qualified teacher as well as structured research based reading/literacy interventions provide the necessary scaffolds and supports for students to succeed. Additionally, research related to parent involvement and engagement highlights the importance of not only involving parents in their child's education through site based activities, but also partners that with the importance of empowering parents through parent education programs to become more aware of how to support their child's ongoing growth and development.