



# San Pasqual

## Union School District

*The Little School in the Valley*

### 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](#): 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	Contact Name and Title	Email and Phone
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## 2017-20 Plan Summary

### The Story

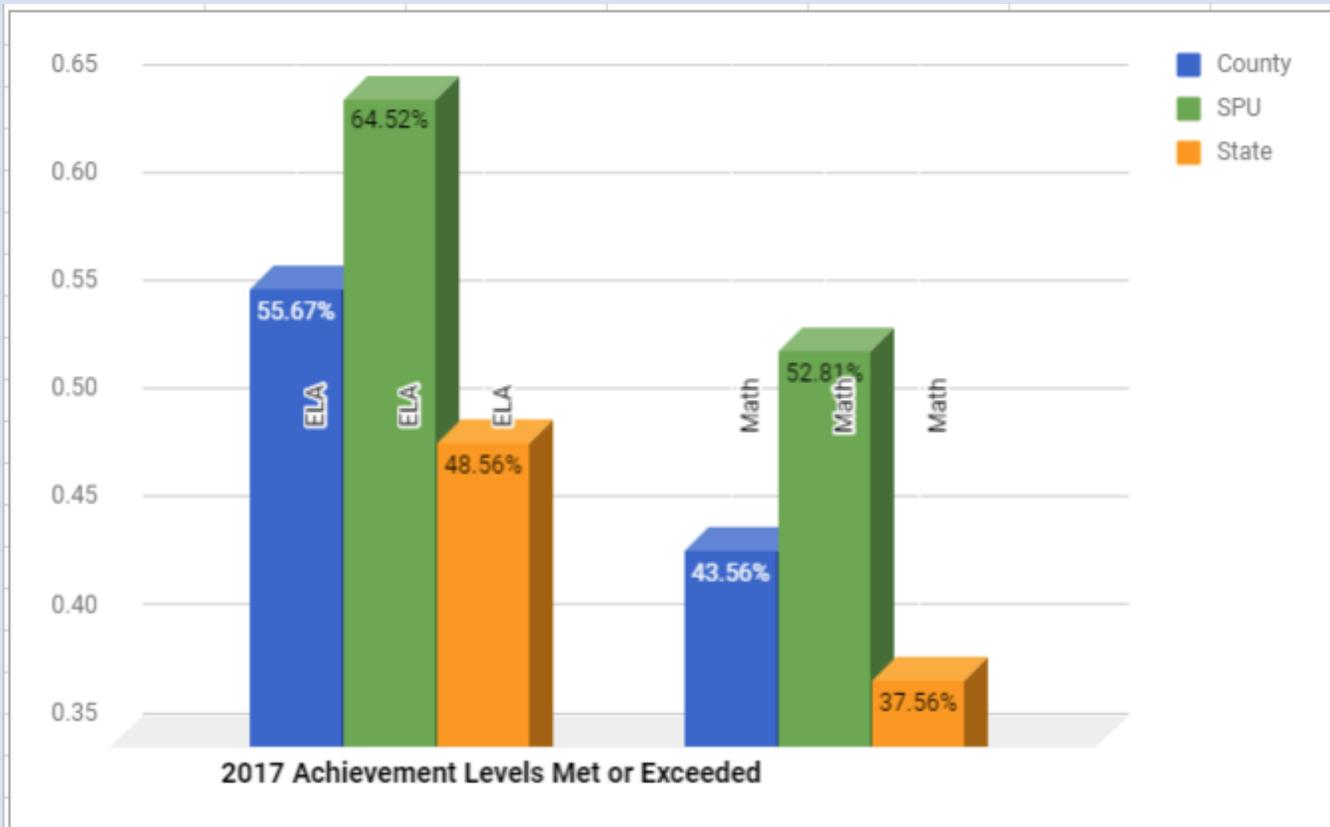
Describe the students and community and how the LEA serves them.

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 indicator 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.

The District employs 80 faculty members and has a student enrollment of approximately 587 students (as of P2). Student demographics are 57.8% White, 28% Hispanic or Latino, and 14% Other. Of these 587 students, 71 students (12%) are English Learners, 53 (9%) are Special Education, and 116 (20%) are Socioeconomically Disadvantaged. 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. 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.

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. 2016-2017 SBAC/CAASPP scores reflect 57% of students in ELA and 53% of students in Math Met or Exceeded standards. Our scores reflect academic excellence above the county and state averages. Out of 42 districts in San Diego County, SPU ranks 17th ELA and 12th in Math. Our Special Education students out performed the state in both ELA and Math and our English Learners outperformed the state in ELA. As indicated in the Equity Report below, State Indicators reflect Green for English Learner Progress, English Language Arts, and Mathematics.



# Equity Report

## San Pasqual Union Elementary - San Diego County

Enrollment: 553    Socioeconomically Disadvantaged: 15.7%    English Learners: 13.6%

Foster Youth: 1.1%    Grade Span: K-8    Charter School: No

Dashboard Release:  
Fall 2017

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

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<a href="#">Chronic Absenteeism</a> 	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		6	5
<a href="#">English Learner Progress (1-12)</a>		1	0
<a href="#">English Language Arts (3-8)</a>		5	4
<a href="#">Mathematics (3-8)</a>		4	3

### Performance Levels:

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

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

# LCAP Highlights

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

The LCAP includes Actions and Services to address a variety of needs identified by stakeholder groups and to achieve LCAP goals. 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 in instructional programs. The California Dashboard reflects Green performance categories in both state and local indicators but a disconnect with the achievement gap. The District increased services for EL students and families in the 2017-18 school year.

- Conditions of Learning & Engagement Professional Learning Community State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

SPU is completing a fifth 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 collaborated with San Diego County Office of Education (SDCOE) for Program Evaluation around our English Language Development. The District provided targeted instruction for teachers of EL students for Integrated and Designated ELD and increased parent educational programs. To support EL students to reach their unique potential, the District continues to provide bilingual instructional aides and the ELD Coordinator / specialist. The District has found this work to be a valuable tool to strengthen the quality of our programs and improve outcomes for our EL students. The process informs us about instructional effectiveness and improves our instruction.

- Pupil Outcomes Use of Data from Multiple Assessments State Priorities: 1, 2, 3, 4, 5, 7

SPU has been using multiple assessments for five 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

FIT (Focused Instruction Time) targeted instruction happens weekly in both reading and math. This model provides targeted small group instruction. English Learners in grades 2-8 received targeted support during after school and summer 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.

- Conditions of Learning & Engagement School Climate State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Healthy Kids Survey reported the District provides 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. The LCAP continues a focus on integrating technology to engage students.

- Conditions of Learning & Engagement Engagement State Priorities: 1, 2, 3, 4, 5, 6, 7, 8  
Students are provided learning opportunities outside the regular classroom, such as: garden, art room, science lab(s), VAPA, technology, and language. 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.

## Greatest Progress

- 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.
- 2014-15 we established a foundation for FIT (Focused Instruction Time), where teachers regularly administered district benchmarks and used the results to more accurately identify and instruct students based on progress.
- 2015-16 we participated in Program Evaluation with San Diego County Office of Education (SDCOE) to evaluate and improve the implementation of our K-5 FIT model. FIT occurs weekly in both reading and math. 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.
- 2016-17 we continued 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 observed stronger instructional practices during First Best Instruction (FBI), which we attribute to what teachers have learned from our coaches and the SDCOE support.

- 2017-18 we continued implementation of the Elementary FIT model, but modified it slightly. We provided a push-in model for K-3, and continued with a pull-out model for 4-5. As part of our Program Evaluation with SDCOE, we looked to evaluate and improve our Middle School ELD program. We added a formal Middle School ELD FIT 3 times per week. All Middle School ELs participate using HM's 'Escalate English', an ELD curriculum created specifically for Long-Term ELs. This curriculum aligns with HM Collections used in other Middle School classrooms. We continue to see academic gains. We modified Middle School FIT to allow students to participate in the Elective Wheel. While student engagement for unduplicated and at risk students increased, academic progress did not. Unduplicated and at-risk Middle School students participated in weekly check-in classes to monitor the grades and communicate with teachers regarding missed work or re-do assignments and assessments.

#### Whole School / Parent & Community Outreach:

- Latino Family Literacy Project for Spanish-speaking parents
- Essential Learning Plans created for All ELs
- EL After-School Tutorial 1st-8th - 58 students (2 classes - 1st-3rd and 4th-8th)
- Instructional Aide Training
- K-8 Professional Development

#### Elementary:

- EL Clusters
- ELD FIT (K-3 push-in and 4-5 pull-out)

#### Middle School:

- All students in regular electives
- Thursday morning check-in for all ELs and Reading, Math, and Homework support and intervention
- ELD pilot - HM Escalate English

Fall 2017 Dashboard results: English Learner Progress GREEN, High - 77.8%, English Language Arts GREEN, High - 28.5 points above level 3; and Mathematics GREEN, High - 2.6 points above level 3.

Our internal assessments (Renaissance - STAR) reflect on-going improvements within the 1-8 instructional program. Based on Trimester 2 data - Students At or Above Grade Level:

- Reading - the number of students increased from 61% in 2014-15 to 72% in 2016-17
- Math - the number of students increased from 76% in 2014-15 to 77% in 2016-17

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 First Best Instruction.

2017-2018 the District implemented NWEA MAP Growth - Adaptive Internal Assessments (to better prepare for the CAASPP). Trimester 2 data -Students Met or Exceeded Norm Level:

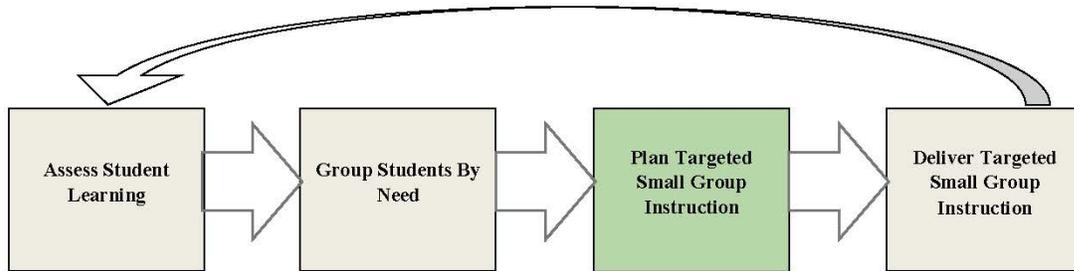
- Reading 67%
- Math 62%

The District will continue to implement MAPS and are confident after consistent implementation will continue to see academic gains.

FIT model below:

### 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.



Fall 2017 Dashboard results of GREEN for all academic areas as seen below. However, we continue to see performance gaps (two or more performance levels below the all student performance level) with our EL, SED, and SWD subgroups.

The District Unduplicated Student count for grades K-8 is 132 students, and for grades 3-8 (for CAASPP) is 73 students. 11 students K-8 fall into the subgroups of EL, SED, and SWD. (As of CBEDS October 2017)

The breakdown for each subgroup of 73 unduplicated students in grades 3 to 8:

- Of the 34 ELs, 30 are SED, 1 is FY
- Of the 86 SED, 29 are EL, 10 are FY
- Of SWD, 6 are EL, 14 are SED, and 4 are FY
- 7 students fall into all subgroups
- (FY youth range from 10 to 17 students for the 2017-18 school year)

## Student Group Report

### San Pasqual Union Elementary - San Diego County

Enrollment: 553    Socioeconomically Disadvantaged: 15.7%    English Learners: 13.6%    Foster Youth: 1.1%    Grade Span: K-8    Charter School: No

Dashboard Release:  
Fall 2017

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

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

**Performance Levels:**

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

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

2017 Dashboard is evidence of the District's effort to work with EL's and the continued support for Reclassified. EL Reclassified score High with 34.4 points above Level 3 an increase of +4.7 points in ELA; and Medium with 16.3 points below Level 3 and increase of +9.2 points.

Reclassification rate for the 2017-18 school year is 23% - 15 of our 73 ELs (scored a 4 on the ELPAC and are At Grade Level on MAPS). The percent of students receiving a score of 4 is similar to last year's (44% on the ELPAC vs 42% on the CELDT). Both of these scores exceed last years LCAP goals.

- 44% (32 students) scored a "4" LANGUAGE IS WELL DEVELOPED.
- 36% (26 students) scored a "3" LANGUAGE IS MODERATELY DEVELOPED
- 18% (13 students) scored a "2" LANGUAGE IS SOMEWHAT DEVELOPED
- 2% (2 students) scored a "1" LANGUAGE IS BEGINNING.

ELs continue to make strong progress in learning the English Language as seen below.

50 EL students out of 73 EL participated in after school tutorial using Lexia. Of the 50 students:

~ 68% began the school year at BELOW grade level and 9% were BELOW at the end of the school year

~ 27% began the school year AT grade level and 5% were AT at the end of the school year

~ 5% began the school year ABOVE grade level and 36% were ABOVE at the end of the school year

English Learner Progress indicates "High" 77.8% with a maintenance of -.3%, ELA and Math "Low" as seen below.

# English Learners Student Group Report

## San Pasqual Union Elementary - San Diego County

Enrollment: 553    Socioeconomically Disadvantaged: 15.7%    English Learners: 13.6%

Foster Youth: 1.1%    Grade Span: K-8    Charter School: No

Dashboard Release:  
Fall 2017

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

State Indicators	All Student Performance	Status	Change
<a href="#">Chronic Absenteeism</a> 	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		Very High 7.6%	Increased Significantly +3.2%
<a href="#">English Learner Progress (1-12)</a>		High 77.8%	Maintained -0.3%
<a href="#">English Language Arts (3-8)</a>		Low 31.3 points below level 3	Maintained +0.7 points
<a href="#">Mathematics (3-8)</a>		Low 61 points below level 3	Declined -5 points

### Performance Levels:

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

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

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

The California Dashboard Status and Change report indicates Red in the area of Suspension Rate. The Red indicator is primarily due to a single incident involving several students. However, the Dashboard does not indicate that we have any Red or Orange performance categories in any other state or local indicators, we do still see areas needing improvement. Despite the GREEN 'High Status' for English Learner Progress, our EL's, SED's, and SWD's continue to lag behind the performance of all students in English Language Arts, and Mathematics.

Specifically, in ELA the average of all students was 28.5 points above Level 3 and white students were 45.1 points above, while EL's 'Maintained and grew +.7 points, overall their Status is Low at 31.3 points below Level 3. SED's Declined Significantly by -15.8 points and are Low Status at 32.3 points below Level 3. SWD's Declined Significantly by -15.8 points and are Low Status at 32.3 points below Level 3.

Steps and strategies San Pasqual will implement to support student groups and address EL, SED, and SWD academic needs:

- Push-in and pull-out models of support for K-8 with instructional coaches/subject matter specialists, targeted small-group instruction.
- Professional development for English Language Development instructional strategies.
- Professional development for Special Education reading instructional techniques for a wide variety of reading disabilities including Dyslexia.
- Implementation of Essential Learning Plans (ELP) and student goals
- K-8 support for all students below grade level, with a focus on EL's, SED, and SWD in both ELA and Math
- After school tutorial.
- K-8 ELD- push-in (K-2) and pull-out (3-8) is taught by ELD Coordinator/specialist and two EL instructional aides.
- EL Tutorial- Most of our ELs and RFEPS do not have computer access at home, and they are behind academically. To try address this, for the last 2 years, we have offered a Tuesday/Thursday after-school tutorial from September through May. The students work on Lexia and IXL. Middle school students do homework with the assistance of our instructional aides. During the

2017018 school year, we implemented 2 classes; 1 with 1st-3rd grade ELs and the other with 4th-8th grade ELs. Each class has about 25 students. Our bus does a 2nd run and takes these kids home an hour later after tutorial.

- Summer EL program- Our school library opens 6 days during the summer from 9-12, so we invite our ELs to come. We have a teacher and an aide in charge, and we put the EL students to work. This is our attempt at combatting the summer slide so they work on Lexia, IXL and they read. They also participate in extra programs such as art and garden activities. Summer 2018,

the District will provide transportation for EL students if they do not have transportation. During the first week back in school, we recognize the ELs who came regularly during the summer, or for any EL who completed a certain number of Lexia / IXL lessons during the summer.

- Essential Learning Plans (ELPs)- In addition to our PDs, our EL teachers are provided release time to work on ELPs for each of their ELs. The ELD Coordinator/specialist and the teachers collaborate and input test scores, what we know about each EL, concerns and goals. We update information at each new trimester.

- Goal-setting- On the release days, we also pull ELs one-on-one for goal-setting. Each trimester, the teacher & EL create a goal (some are super simple, others more specific) for ELA and Math. (Most of our ELs are SED).
- Parent Education- is one of the most important keys to helping our ELs and SEDs. The District will continue to provide Mano-a-mano: For the past 3 years, we've invited Dr. Beatriz Villarreal to conduct her parent trainings in Spanish. Usually they are 8 sessions, and each session is on a different topic (discipline, communication, internet dangers, violence, drugs, mental

health...) Our Spanish-speaking parents really love Dr. Villarreal and have been very thankful for the opportunity to learn how to be better parents. We provide childcare for kids under 10. We encourage kids 11 and up to join the teaching sessions. The information is good and is important for MS/HS students. Latino Family Literacy Project: This year for the first time, the ELD Coordinator/specialist taught a 6-session "Family Stories" parent training aimed at starting / improving family reading habits. Each session has a bilingual culturally relevant book that we practice reading aloud (and they take home to read to their kids), a family album activity, and an ELD lesson. These trainings were not only beneficial to individual families, but they were also amazingly bonding for us as a group.

By investing in our EL parents, we've been able to increase their involvement at school. Each year, more of our EL parents have become volunteers in classrooms, and many of them who work and cannot come during the school day, are now willing to come to evening/ weekend events. In general, our school feels more inclusive and welcoming to our EL families and a direct result of the emphasis we've put on improving our EL program and investing in their parents.

SPU is committed to continuous improvement that is inherent in the Professional Learning Community process. 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.

# Status and Change Report

## San Pasqual Union Elementary - San Diego County

Enrollment: 553    Socioeconomically Disadvantaged: 15.7%    English Learners: 13.6%

Dashboard Release:

Foster Youth: 1.1%    Grade Span: K-8    Charter School: No

Fall 2017

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

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		High 3.5%	Increased Significantly +2.4%
English Learner Progress (1-12)		High 77.8%	Maintained -0.3%
English Language Arts (3-8)		High 28.5 points above level 3	Declined -9.7 points
Mathematics (3-8)		High 2.6 points above level 3	Declined -12.8 points

### Performance Levels:

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

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

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 CDE Dashboard offers evidence of our four-year effort to implement FIT and support the growth of all students. The Dashboard indicates that SPU is at the performance level of "Green" overall for all state academic indicators.

Specifically, on the 2017 ELA CAASPP students scored 'High', an average of +28.5 points above Level 3 (Standard Met), which was a -9.7 point decrease from 2016. This change in reading performance was also reflected in every significant subgroup with the exception of EL's who maintained with +.7 point increase, however they are 31.3 points below Level 3. SED scored Low with 32.3 points below grade level a decline of -15.8 points. SWD scored Low with 48.2 points below Level 3 a decline of -6 points. Performance gaps, as indicated in Orange on the Dashboard, in ELA for the following groups: EL, SED, SWD, and Hispanic. Performance gaps, as indicated in Orange on the Dashboard, in ELA for EL, SED, SWD, and Hispanic. Likewise, performance gaps, as indicated in Orange on the Dashboard, in Math for EL, SED, and Hispanic.

As seen below, subgroups continue to lag behind White students who scored 'Very High' with 45.1 points above Level 3 a decline of -8.6 points.

The District will continue to support the following LCAP Actions to address performance gaps: (unmodified)

### GOAL 1 Actions (continued):

- Qualified teachers
- Instructional materials aligned to the state standards provided for all students, collaboration with SDCOE
- Safe and clean school facility
- Professional development for certificated and classified staff in the areas of English Language Development and Special Education

### GOAL 2 Actions (continued):

- Specialists/coaches to support teachers and students' and provide professional development.
- Implementation of surveys to measure culture and learning
- After school tutorial and summer intervention for EL (SED) students (using Lexia, IXL, and teacher/aide instruction) and parent education via Mano-o-Mano and Family Literacy Project
- Effective use of Essential Learning Plans and Goal setting with a focus on ELs
- Teachers to administer and analyze student data to guide instruction

### GOAL 3 Actions (continued):

- Students to receive intervention/enrichment services through FIT, elementary rotations, middle school electives, and additional instruction with specialists. EL students and teachers set learning goals and Essential Learning Plans. (Action 2 a.)
- District to provide Counseling services, Restorative Practices, and Trauma Informed Care
- District to provide reporting tools, such as Anonymous Alerts and We TIP

# English Language Arts Assessment Report

## San Pasqual Union Elementary - San Diego County

Enrollment: 553    Socioeconomically Disadvantaged: 15.7%    English Learners: 13.6%

Dashboard Release:

Foster Youth: 1.1%    Grade Span: K-8    Charter School: No

Fall 2017

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

	Student Performance	Number of Students	Status	Change
All Students		358	High 28.5 points above level 3	Declined -9.7 points
English Learners		50	Low 31.3 points below level 3	Maintained +0.7 points
Foster Youth		6	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged		53	Low 32.3 points below level 3	Declined Significantly -15.8 points
Students with Disabilities		39	Low 48.2 points below level 3	Declined -6 points
African American		6	*	*
American Indian		1	*	*
Asian		6	*	*
Filipino		3	*	*
Hispanic		92	Low 12.5 points below level 3	Declined -9.8 points
Pacific Islander		0	*	*
Two or More Races		17	High 43.3 points above level 3	Increased +11.1 points
White		232	Very High 45.1 points above level 3	Declined -8.6 points

### Additional Assessment Data

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

	Number of Students	Status	Change
EL - Reclassified Only	21	High 34.4 points above level 3	Increased +4.7 points
EL - EL Only	29	Very Low 78.9 points below level 3	Maintained +1.6 points
English Only	293	High 36.4 points above level 3	Declined -11.4 points

### California Alternate Assessment Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language

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

## Increased or Improved services

Our English Learner population is primarily Spanish-speaking and the majority live in the San Pasqual Valley. Most 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 interventions, after-school tutorial, bilingual instructional support, and a focus on parent education.

1. The District continues to encourage parent involvement. As 90% of our EL's speak Spanish, we conduct our DELAC meetings in Spanish. DELAC meets 5 to 6 times per year and reviews our district policies and programs, the LCAP and parent surveys. Each meeting includes Family Learning Activities. The past 4 years have seen an increase in parent involvement in classrooms, school-wide activities such as Harvest / Earth Day, Harvest Night, Art Day, and Cinco de Mayo.

2. The District continues to provide after school tutorial for English Learners (since 2016). Tutorial and transportation are provided twice a week. Students receive extra help on their schoolwork as well as support IXL and Lexia Reading Core 5. Lexia, a computer-adapted program provides explicit, 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 skill development, predicts students' year-end performance and provides teachers data-driven action plans to help differentiate instruction. IXL is a research based an online program that helps students and teachers meet state standards through scaffolded, adaptive content. Students achieve mastery at their own pace and develop fluency needed to achieve success in the classroom and on standardized tests. Students may work below, at, or above grade level and IXL's diagnostic tool allows students to practice specific skills that they need remediation or more practice in.

3. As supported by research from Laurie Olsen, Ph.D. the District provides learning and support in both English and Spanish. The publication *Reparable Harm - Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners* reports, "Long term outcomes looking at both the strength of English Literacy and at academic success has affirmed that the simultaneous development of both English and the home language facilitates higher outcomes in English literacy, and also provides more access and fewer gaps in academic content. Teaching students to read in their home language promotes higher levels of reading in English." In addition, the District clusters EL students along with a bilingual aide, among English Proficient students.

4. The District continued to provide parent education program/trainings with Dr. Beatriz Villareal of the Mano-a-Mano Foundation. Parents graduating and receiving certificates grew from 17 in 2015-17 to 27 in 2016-17 to 40 in 2017-18. The parent training in Spanish focused on helping children have success in school, communication, consequences, gangs, drugs & alcohol, violence, self-esteem, mental health, emotional intelligence, Internet dangers, and values.

5. The District implemented Latino Family Literacy Project 2017-18. The 6-week program was conducted in Spanish. 'Family Stories' lessons contained 1) a culturally relevant read-aloud book, 2) a family book activity, and 3) an English lesson. The final night included each participant sharing their family book.

6. With San Diego County Office of Education (SDCOE) support through Program Evaluation our ELD Program 2017-2018 focus:

- Implementing formal ELD program for Middle School EL's, piloting HM Escalate English for LTEL's
- PLC Release Days / ELD PD for teachers of EL's in January and March
- SDCOE-sponsored Integrated ELD workshops for K-8 teachers
- Essential Learning Plan for each EL
- Goal-setting with each EL (2nd to 8th grade)
- Increased bilingual instructional aide support
- EL parent Board of Education presentation

7. District EL Coordinator and bilingual aide provided summer instruction for the third year. 20 to 25 students attended and received instruction in ELD standards-based lessons in reading, writing, speaking and listening.

8. Bilingual Instructional Aide hours increased. One by 5.75 hours a week to support students during school and after school tutorial. The other by 2 hours a week for after school tutorial.

## 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	\$5,963,984
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$603,562.00

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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$4,643,791

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 1

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 Priorities:    Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 6: School Climate (Engagement)

Local Priorities:    Board Goals: 2, 3,4,6 : Superintendent Goals: 2, 3, 4, 5

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Goal 1A: Appropriately credentialed teachers (as measured by annual credential review) will use California State Standard instructional materials (as measured by District annual inventory of instructional materials and Board Public Hearing & Resolution certifying the District has sufficient textbooks and instructional materials).

**17-18**  
Maintain

**Baseline**

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 action(s))

**GOAL 1A - MET & MAINTAINED**

Maintained baseline of 100% fully credentialed teachers and appropriately assigned teachers. Increased standards based instructional materials. As evidenced by annual credential review. Board Public Hearing & Resolution, and board action(s).

- 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. Received credential January 2018.
- BCLAD Bilingual teacher and EL, Title I/III Coordinator.
- Credentialed Reading Specialist, Student Success Team (SST) Coordinator, 504 Coordinator, and BTSA provider.
- Credentialed Math Specialist and Assessment Coordinator.

## Expected

## Actual

- Implemented standards based materials - new adoption ELA Houghton Mifflin K-8, Mystery Science, and STEM Scopes.

### GOAL 1B - MET & MAINTAINED

100% of classrooms implemented 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
- Classroom observations and anecdotal records
- PLC notes

### GOAL 1C - MET & MAINTAINED

- Maintained FIT (Facility Inspection Tool) score of "Exemplary"
- Healthy Kids Survey key indicators have changed and are not comparable to those previously used.

### Metric/Indicator

Goal 1B:

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

**17-18**

Maintain

### Baseline

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

### Metric/Indicator

Goal 1C:

- FIT (Facility Inspection Tool)
- Surveys to measure a positive school culture and learning environment

**17-18**

Maintain

Maintain or increase by 1% over the baseline

Expected

Actual

**Baseline**

Goal 1C:

- Maintain FIT (Facility Inspection Tool) score of ‘Exemplary’
- 88% of students respond “agree” or better to questions related to school culture and climate.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>a. Appropriately credentialed and assigned certificated staff.</p> <p>b. Instructional materials aligned to the state standards provided for all students.</p> <p>c. K-5 teachers will pilot ELA Houghton Mifflin ‘Journeys’ textbooks and middle school will pilot ELA Houghton Mifflin ‘Collections’ textbooks.</p> <p>d. Maintain a safe, clean, and well-maintained school facility</p>	<p>GOAL 1A.</p> <p>a:</p> <ul style="list-style-type: none"> <li>• District maintained practice of employing highly qualified teachers (based on annual review of credentials). The District uses Ed Join as a recruiting and hiring tool. Hired two teachers in the 2017-18 school year.</li> <li>• Part-time K-5 Physical Education teacher on an Intern Credential through Cal State Teach (credential in January 2018).</li> <li>• Part-time BCLAD bilingual teacher provides staff professional development, teaches Middle School Spanish, works with unduplicated students, and serves as Coordinator for ELD, DELAC, and Title 1/III.</li> </ul>	<p>a. No associated costs \$0</p> <p>b. Instructional Materials 4000-4999: Books And Supplies Base \$10,000</p> <p>c. No associated costs \$0</p> <p>d. Maintained school facility (maintenance and grounds) Base \$194,632</p>	<p>a. No associated costs \$0</p> <p>b. Instructional Materials 4000-4999: Books And Supplies Base \$17,098</p> <p>c. Textbook Adoption (HM Language Arts) 4000-4999: Books And Supplies Base \$94,256</p> <p>d. Maintained school facility (maintenance and grounds) Base \$196,780</p>

- Credentialed 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.
  - Credentialed Math Specialist provides staff professional development, works with unduplicated students and serves as the Assessment Coordinator.
  - Credentialed Special Education Teacher provides staff professional development, works with SPED and unduplicated students, and serves as the Special Education Coordinator.
- b.and c:
- Core and supplemental Instructional materials aligned to state standards (based on Curriculum & Instruction purchase history).
  - District purchased piloted K-8 ELA textbooks.
  - District implemented Science curriculum of Mystery Science and STEM Scopes.
  - District implemented NWEA MAPS Growth - Adaptive Internal Assessments for Reading and Math.
- d:
- District FIT score of 'Exemplary'.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a. Certificated and classified staff to receive professional development for instructional strategies to serve unduplicated students.	a. Certificated and classified staff received professional development in areas such as:	a. Professional Development Title I \$2,788	a. Professional Development Title I \$3,940
b. SPED Coordinator to implement TEAMS (Translating Evidence Based Interventions for ASD: A Multi-Level Implementation Strategy	School Safety, ELA adoption Math, History Social Science Writing Nonviolent Crisis Intervention Trauma Informed Care, English Language Development Bringing Integrated & Designated ELD Life, Valuing our English Learners & Culture, Technology VAPA Science Autism, and Dyslexia. A complete list is found on the District PD calendar.	a. Professional Development Title II \$7,944	a. Professional Development Title II \$7,126
c. Collaborate with SDCOE regarding curriculum and instruction.	b. SPED Coordinator participated and facilitated TEAMS evidenced-based naturalistic behavioral intervention designed to target a range of skills in children with ASD (e.g. communication, play, academic skills) during classroom instruction; for grades K-3.	Educator Effectiveness a. Professional Development \$8,565	Educator Effectiveness a. Professional Development Other \$12,926
d. Maintain implementation and evaluation of surveys used to measure culture and learning environment.	c. Certificated staff participated in professional development with SDCOE in the areas listed above with a focus on ELD and Special Education.	a. Professional Development Base \$4,000	a. Professional Development Base \$1,172
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.		h. Technology Base \$28,000	h. Technology Base \$46,030
f. EL Coordinator to attend SDCOE trainings and meetings, such as ELPAC.		\$0	
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.

d. District continued to implement Healthy Kids Survey as evidence in Goal 1.

e. EL Coordinator 2017-2018  
Focus on ELD included:  
implementing formal ELD program for MS EL's  
Piloting HM Escalante English (for LTELs)  
PLC Release Days / ELD PD for teachers  
SDCOE sponsored Integrated ELD workshops for K-8  
Essential Learning Plans and goal setting for English Learners.

f. EL Coordinator, in addition to the above ELD training, participated in ELPAC Initial & Summative Trainer of Trainers, and Accountability Leadership Institute.

g. District collaborated with SDCOE to develop a technology plan, however did not participate in the Business Intelligence Dashboard Creation pilot due to time and personnel constraints.

h. District integrated the 'Technology Refresh Plan' along with scheduled new purchases into the above mentioned technology plan.

# 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 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.

All actions and strategies in Goal 1 were successful. District assessments using MAPS were implemented to measure student achievement, 2017-2018 (end-of-year) scores will be used as a baseline. California Healthy Kids Survey results are not comparable to previous years, 2017-2018 survey results will be used as a baseline.

All actions and services were implemented with fidelity and were found to be effective for increasing or improving services for students. District efforts to increase academic achievement can be seen through academic support from specialists/coaches for unduplicated and at-risk students. English Learners receive additional support from the EL specialist, through integrated and designated ELD instruction, and after school tutorials. Special Education students receive additional support from the TEAMS training and from three SPED teachers in class, small groups, and pull-out services.

Teachers found professional development to be relevant to their work and the concepts easily implemented into classrooms. District efforts to support quality instruction and highly qualified teachers have been addressed by intensive professional development in ELA, Special Education and English Language Development. This year we adopted ELA curriculum with English Language Development component for grades K-8. This year is the first year of implementation and we believe over time our SBAC ELA will improve with a more developed understanding of the new ELA/ELD program and with on-going coaching around best instructional practices.

Technology is used throughout the campus to support student learning, utilizing programs such as Google Classroom, Lexia, IXL, MAPS, Mystery Science, and STEM Scopes. The District acknowledges that students are interested in using technology and student benefit in the areas of engagement, knowledge retention, individual and blended learning, collaboration, and 21st century skills. Student devices consist of 112 iPads (K-1) and 460 Chromebooks (2-8); a ratio of 2:1 in elementary and 1:1 in middle school.

All students, including but not limited to EL's, special education, and unduplicated students receive a broad course of study. In addition all students receive enrichment through elementary rotations in Science, PE, and Music and middle school through Elective Wheels in VAPA, Technology, and Language.

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. 100% of parents and staff report the school is a safe place for students; 79% of 5th graders and 70% of 7th graders feel safe at school. 98% of parents and 98% of staff report school is clean & well-maintained; 64% of 7th grade students report my school is usually clean and tidy.

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

The results of quality instruction in broad course of study can be seen in student academic achievement, as addressed in 'Review of Progress'. The Fall 2017 Dashboard reflects GREEN for EL, ELA, and Math progress. Internal assessment (STAR) reflects annual growth beginning in the 2014-15 school year to present in both Reading and Math. Initial NWEA MAP Adaptive Internal Assessments Trimester 2 results indicate over 62% of students Met or Exceeded the Norm Level in both Reading and Math.

The District experienced a decrease for ' All Students' on the CAASPP/ SBAC in both Math and ELA scores. District EL's, SED's, and SWD's continue to lag behind the performance of all students, therefore increased professional development and increased services have been implemented in the 2017-18 school year.

ELs received increased service through after-school tutorial, Integrated and Designated ELD, and additional parent education supports and education. While overall effectiveness appears positive as indicated by Green on the Dashboard, more teacher professional development and student supports were implemented.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The funding expenditures increased due to purchase of K-8 Houghton Mifflin ELA textbooks and additional student technology purchases.

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.

No changes to this goal. The District will continue to focus on academic achievement through a comprehensive broad course of study. Professional Development will continue around ELD, ELA, Math, and Science. Technology will continue to be used to engage both staff and students in learning.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 2

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 Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Goal 2A:

- As measured by student assessment data

### 17-18

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)

### Baseline

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)

Actual

GOAL 2A - MET & MAINTAINED: 100% of teachers maintained 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). Assessment Coordinator supported teachers in the implementation and the data preparation.

District Assessment Coordinator monitored student data and shared results with teachers during PLC meetings, as evidenced by PLC notes and calendar(s). Student results used to develop interventions and Focused Instruction Time (FIT small group) instruction.

Maintained baseline of the formal 'Administration of District Benchmark Assessments' to be administered within a specified window. Effectiveness of action and student data as evidenced by school calendar, schedules, and PLC notes.

Trimester 1: 8/23 to 11/17, Benchmark Assessments 11/6 to 11/17

Trimester 2: 11/27 to 3/2, Benchmark Assessments 2/21 to 3/2

Trimester 3: 3/5 to 6/12, Benchmark Assessments 5/21 to 6/1

## Expected

## Actual

Student achievement was measured by multiple indicators, as noted in 'Review of Progress'. Maintained student progress and achievement monitoring via SST, 504, IEP meetings, and counseling:

SST 40

504 14

IEP 62

Counseling – 2x month 18

Counseling – As needed 15

Counseling - Weekly 20

Counseling – 3x month 12

Total Counseling 65

GOAL 2B - MET IN SOME AREAS below:

DID NOT MEET SBAC/CAASPP 'Met or Exceeded' Scores did not increase overall by 5%. Results:

- ALL students, ELA decreased by 4% and MATH decreased by 2%.
- Incremental progress for EL's and SWD's in MATH.
- ALL Students: Decreased from 69% in 2015/16 to 65% in 2016/17 in ELA and 55% in 2015/16 to 53% in 2016/17 in MATH
- EL: Maintained 6% in both 2015/16 and 2016/17 in ELA and increased from 6% in 2015/16 to 8% in 2016/17 in MATH
- SED: Decreased from 39% in 2015/16 to 29% 2016/17 in ELA and decreased from 26% in 2015/16 to 21% in 2016/17 in MATH
- SWD: Decreased from 29% in 2015/16 to 23% in 2016/17 in ELA and increased from 15% in 2015/16 to 18% in 2016/17 in MATH

### Metric/Indicator

Goal 2B:

- SBAC scores for all students will increase by 5% in both ELA and Math. (As measured by assessment data)
- Implementation of state adopted standards.
- Implementation of NWEA/MAPS
- Physical Fitness Performance
- English Learner reclassification rate
- English Learner progress toward English language proficiency

## Expected

### 17-18

Review assessment results (as measured by):  
SBAC/CAASPP  
Dashboard  
MAPS/NWEA  
STAR Reading

Maintain or improve by 1% abdominal and upper body strength sub-category performance.

Achieve a reclassification rate of 15%

50% of students achieving Early Advanced or Advanced on the CELDT

Establish baseline performance on ELPAC

### Baseline

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.

12% reclassification rate

42% of students achieving Early Advanced or Advanced on the CELDT

## Actual

- MET Dashboard results as indicated in 'Greatest Progress'
- MET MAPS/NWEA implementation year 1, as of Trimester 2, 67% of students Met or Exceeded in ELA and 62% in MATH (baseline)
- MET STAR implementation, as of Trimester 2, 63% of students Met or Exceeded in Reading
- MET implementation of state adopted standards as indicated in Goal 1B.
- MET implementation of NWEA/MAPS as indicated in Goal 2A.  
\*\*Note: MAPS/NWEA, while implemented with fidelity and within the benchmark date range, the District realized difficulties with the process, the assessments, and the internet. Initial data does not accurately reflect student learning.
- Unable to accurately compare EL reclassification rate (12% last year) or progress towards English language proficiency (42% last year) due to the change from the CELDT to the ELPAC. MET and exceeded reclassification rate goal at 23%. Results received from ELPAC will determine baseline - 44% of ELs scoring a "4 - Language is Well Developed".
- MET - 7th Grade 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 67%. This is an 2% increase (goal was 1%). Implementing push-ups and pull-ups into the daily stretching routine will be a focus for the 2018-19 school year.  
5th Grade Physical Fitness Performance - student performance in all-sub categories of the Physical Fitness test is at or above 82% except for Aerobic Capacity which is at 56%. This is an 6% increase (goal was 1% growth). Upper Body is at 87% which is an increase of 3% (goal was 1%). Students will set goals to be cardiovascularly fit for the 2018-19 school year.

Expected

**Metric/Indicator**  
 Goal 2C:  
 As measured by team notes

- Student Attendance
- Chronic Absenteeism
- Middle School Dropout rate
- Pupil suspension rate
- Pupil expulsion rate

**17-18**  
 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%

**Baseline**  
 Goal 2C:  
 Attendance Baseline of 97%  
 Chronic Absenteeism Baseline of 3%  
 Middle school Dropout Baseline of 0%  
 Pupil suspension rate 3%  
 Expulsion rate 0%

Actual

GOAL 2C - MET

Data based on Trimester 1 and 2:  
 Student Attendance rate of 97% (one student on Home Hospital)  
 Chronic Absenteeism rate of .34% (initial baseline) (No Unduplicated students)  
 Middle School Dropout rate of 0% (MET)  
 Pupil Suspension rate 1.8% (as of June 2018)  
 Expulsion rate 0%

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a. District will continue to use Specialists – Instructional Coaches to provide targeted support and professional development.	GOAL 2: a. District continued to use Specialists / Coaches to provide targeted support and professional development. See Goal 1 "Actual Actions/Services".	a. Reading Specialist/Instructional Coach Supplemental \$117,172  a. EL Coordinator / Instructional Coach Supplemental \$45,976	a. Reading Specialist/Instructional Coach Supplemental \$119,480  a. EL Coordinator / Instructional Coach Supplemental \$46,161

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).

b. K- 8 teachers piloted ELA Houghton Mifflin textbooks and District purchased in the 2017-18 school year.

c. Teachers continue to utilize supplemental materials.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>GOAL 2: a. Specialists/Coaches support teachers and students and provide professional development. EL Coordinator increased support for EL students and increased PD for teachers of EL students for Integrated and designated ELD.</p>	<p>b. EL after school tutorial Supplemental \$3,730</p>	<p>b. EL after school tutorial Supplemental \$4,251</p>
<p>b. EL Coordinator/Instructional Coach will continue summer intervention, after school tutorial, and individualized IXL and LEXIA plans for each EL student.</p>	<p>b. EL Coordinator/Coach continued summer intervention, increased after school tutorial (added an additional class to include 2nd grade, classes are 1-3 and 4-8); individualized IXL and LEXIA goals for EL students.</p>	<p>b. EL summer intervention Supplemental \$900</p>	<p>b. EL summer intervention Supplemental \$985</p>
<p>c. EL families will be provided with supports via Mano-o-Mano program and the Family Literacy Project.</p>	<p>c. EL families were supported via Mano-o-Mano and the Family Literacy Project. In addition, EL parents presented at a school board meeting.</p>	<p>c. Mano-o-Mano 5000-5999: Services And Other Operating Expenditures Supplemental \$2000</p>	<p>c. Mano-o-Mano 5000-5999: Services And Other Operating Expenditures Supplemental \$2000</p>
<p>d. Learning plans (ELP) designed for all at-risk students with a focus on unduplicated students with a special focus on English Learners.</p>	<p>d. EL Coordinator implemented Essential Learning Plans and</p>	<p>c. Family Literacy Project 4000-4999: Books And Supplies Supplemental \$600</p>	<p>c. Family Literacy Project 4000-4999: Books And Supplies Supplemental \$629</p>
<p>e. Teaching staff to administer and analyze assessments. Data used</p>			

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)

student goal setting for all K-8 students. Teachers were provided inservice time to meet and set goals with middle school students.

e. f. Teaching staff (with support from Assessment Coordinator) administered and analyzed data to determine student growth, intervention, and pacing guides.

g.h. Staff provided time weekly during the school day to meet in grade level or subject matter PLC teams. Two PLCs and one staff meeting monthly is provided for staff (as measured by schedules, calendars, notes).

## 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 were found to be effective for increasing or improving services for students. With the assistance of the assessment coordinator all assessments were given within the calendared window and all student data was disseminated to teachers to guide instruction. Teachers found ELD professional development activities to be relevant to their work and the concepts easily implemented into classrooms. PLC time was effectively used to review data and instructional practices. This year the District piloted and adopted English Language Arts curriculum with English Language Development included in the program for grades K-8. We believe, over time, our SBAC scores in ELA will improve with a more developed understanding of the new ELA/ELD program with on-going coaching around best instructional practices. The District completed the first year of MAPS/NWEA implementation and found some grade levels struggled and the learning curve was high for teachers and students. The District transitioned from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC) successfully.

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

The District experienced a decrease in ELA SBAC scores overall and attribute some of this decline to implementation of newly adopted core curriculum and ELA/ELD instructional materials. ELs maintained performance in ELA. The District also experienced a decrease in Math SBAC scores for All Students, however ELs improved by 2% and SWDs improved by 3% (we contribute this growth to improved services). The District hypothesizes the decrease in SBAC in both ELA and Math are directly related to materials and standards becoming more complex; students are required to read and write in mathematic and will struggle if they are not at grade level in ELA. We believe with on-going professional development, coaching, and a deeper understanding of the instructional practices and curriculum, we will experience growth for students.

District specialists / coaches continue to support staff with instructional strategies and students with additional services. Data from the second year of MAPS/NWEA will inform teachers, drive instruction, and provide intervention and enrichment opportunities and services for students. The increase in ELD professional development, the support of the EL specialist, and the increased parent education component directly impacted student achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Difference due to salary increase and bonus.

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.

There are no changes to this goal. The District will continue with professional development in the area of English Language Development. Summer and after school tutorials will remain in place to support the needs of our English Learners. Professional Development will continue to be provided for all teachers in the areas of reading, math, science, social science, and technology as the opportunities become available and affordable.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 3

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 Priorities:     Priority 3: Parental Involvement (Engagement)  
                              Priority 7: Course Access (Conditions of Learning)

Local Priorities:     Board Goals: 3, 4, 6 : Superintendent Goals: 3, 4, 6

## Annual Measurable Outcomes

Expected

### Metric/Indicator

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.

**17-18**  
Maintain

Actual

GOAL 3A - MET. District promotes parent and community collaboration and communicates in multiple ways (print, digital, and phone based). District maintains a visitor/volunteer registry (paper and electronically). Records and observations indicate parent participation in school events continues. In addition, to board members for Red Barn Art, SAGE Garden, PTO, SSC, DELAC, and Foundation, the District has seen an increase in parent and community approved volunteers from 152 (2016-17) to 166 (2017-18). Red Barn Arts Docent program grew from 30 volunteers to 45. Administration attends all parent group meetings as measured by schedules and calendars.

The District increased its collaborative opportunities for EL parents in the form of parent education with Family Literacy Project (8 families attended). Continued its third year with Mano-o-Mano. Mano-a-Mano graduation had 25 graduates, 18 were SPU families, students and staff. The other 7 were from outside districts. 10 SPU graduates were repeat graduates and 8 SPU graduates completed the course for the first time. The District sees a direct correlation from parent participation in both programs to school involvement.

Parents of students with exceptional needs are engaged through teacher-parent communications and parent input is reflected in IEP notes. Special Education teachers meet with parents for all initial referrals to explain the

## Expected

### Baseline

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)

### Metric/Indicator

Goal 3B:

Broad course of study

Students to participate in multiple learning opportunities (as measured by student schedule, activities, and school records).

**17-18**

Maintain

### Baseline

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 school records)

### Metric/Indicator

Goal 3C:

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

**17-18**

Maintain

## Actual

process and discuss what disabilities are being assessed and how eligibility is determined. At the conclusion of an IEP, parents check the box that indicates parent involvement.

The District makes efforts to seek and include parent input in making decisions for the school via multiple opportunities through parent advisory groups such as DELAC, Red Barn Arts, SAGE garden, and PTO. In addition, the District solicits parent input via the Healthy Kids Survey and the LCAP survey. The District values parent input as well as parent participation in classrooms and school activities.

GOAL 3B - MET. District provides opportunities outside the core areas to engage students. Elementary students participate in Science, PE, Music and Library rotations. Middle School students participate in the Elective Wheel that include opportunities in VAPA, technology, and language. In addition, all students participate in Elementary FIT (focused instruction time) that provides both enrichment and intervention in reading and math. Likewise, at-risk middle school students participate in FIT with the academic specialists. Additionally, students are engaged in learning through standards-based field trips, such as JA Biz Town and Finance Park and San Diego Zoo Safari Park (see district list). 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 school records).

GOAL 3C - MET. District employed full time School Psychologist and Behavior Specialist and collaborated with SDCOE for a social worker intern. Anecdotal records are in Goal 2.

Expected

Actual

**Baseline**

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)

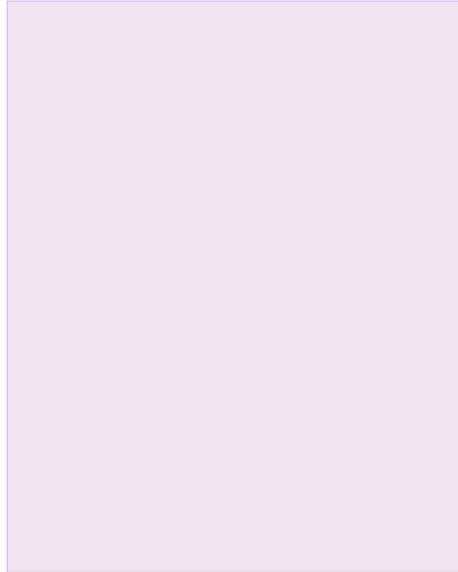
**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	a. Administrators attended meetings with all parent groups.	c. Edulink 5000-5999: Services And Other Operating Expenditures Base \$1,650	c. Edulink (3 year contract) 5000-5999: Services And Other Operating Expenditures Base \$0
b. EL families will be provided with supports via Mano-o-Mano program and the Family Literacy Project.	b. EL families provided supports via Mano-o-Mano and Family Literacy Project.	c. Webpage 5000-5999: Services And Other Operating Expenditures Base \$2,469	c. Webpage 5000-5999: Services And Other Operating Expenditures Base \$2,517
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 engagement. Continue the use of surveys to obtain parental input.	c. Effective communication through multiple methods and surveys.  d. Effective implementation of broad course of study and after school activities. Continued Character Education, Digital Citizenship, and student recognition.	c. E-newsletter 5000-5999: Services And Other Operating Expenditures Base \$348	c. E-newsletter 5000-5999: Services And Other Operating Expenditures Base \$420
		d. Student recognition 4000-4999: Books And Supplies Base \$2000	d. Student Recognition 4000-4999: Books And Supplies Base \$1,690

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.



## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>b. Counseling services, Restorative Practices, and Trauma Informed Care (TIC) may be utilized in lieu of disciplinary action, as appropriate.</p> <p>c. Reporting tools, Anonymous Alerts and We TIP, to be provided to students, staff, and community to report bullying, (including cyber</p>	<p>a. Students received intervention/enrichment through FIT, elementary rotations, middle school electives, and additional instruction with specialists. Students and teachers create reading goals. EL students and teachers set individualized learning goals and Essential Learning Plans.</p> <p>b. Counseling services, Restorative Practices, and Trauma Informed Care (TIC) utilized in lieu of disciplinary action when deemed appropriate by the administrator.</p> <p>c. Reporting tools, Anonymous Alerts and We TIP, provided to students, staff, and community to</p>	<p>b. Site Behavioral Specialist Base \$41,900</p> <p>b. School Psychologist Base \$78,171</p> <p>f. EL Coordinator Title III \$6,347</p>	<p>b. Site Behavioral Specialist Base \$47,284</p> <p>b. School Psychologist Base \$77,633</p> <p>f. EL Coordinator Title III \$7,354</p>

bullying), drugs/alcohol, student mental health concerns, and criminal activity on campus.

report bullying and criminal activity on campus.

## 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 services were found to be successful due to the District's effort to include all stakeholders in activities, events, and school programs. Participation, involvement, and collaboration of community partnerships and parents, both in the classroom, school-wide events and in organized parent groups continues to increase. School attendance rate remains high and survey results indicate students, staff, and parents feel connected and safe on campus.

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

The District continued encouraging engagement and involvement to encourage connectedness within the school environment. The LCAP parent survey indicates that 96.7% of parents feel welcome on campus and connected to school. CHKS indicates that 98% of teachers feel parents are welcome to participate at school, while 100% of the parents feel the school encourages parent involvement. The continued focus around EL students and their parents has helped to grow participation within the school and has helped EL students in the areas of academic achievement and personal social development as seen from parent input during DELAC meetings. EL parents are pleased with what the District has put in place for their children and for them. They are especially happy with our bilingual EL aides and the EL Tutorial, as well as varied opportunities for parent training with the Latino Family Literacy Project and Mano-a-Mano training with Dr. Villarreal. The EL parents appreciate DELAC meetings being run in Spanish and the sense of community that they now have with Mrs. Romero ELD Coordinator.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Difference due to salary increase and bonus.

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.

No change to the goal. During the 2017-18 school year the District expanded the middle school electives to include all students and provided special education support at an alternative time. The District will continue to provide elementary rotations (science, music, PE) and middle school electives (VAPA, technology, language) for all students, including SWD.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

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

The District prides ourselves on engaging a broad range of stakeholders.

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

LCAP Public Hearing June 19, 2018

LCAP Board Adoption June 26, 2018

The District used the following for stakeholder input:

- LCAP Survey available on website for 90 days - for all stakeholders (community members, all parent groups including parents and guardians of unduplicated students including SWD.)
- Healthy Kids Survey available on our website for 90 days for all stakeholders (community members, all parent groups including parents and guardians of unduplicated students including SWD.)
- Healthy Kids Survey available for students and all staff for 90 days
- Staff: 1/3/18, 1/11/18, 2/1/18, 2/20/18, 3/22/18 for all staff, including certificated bargaining unit, classified, and administrators.
- DELAC: 9/11/17, 1/22/18, 3/19/18
- School Site Council: 10/30/17, 11/14/17, 1/9/18, 5/8/18
- School Board: 12/12/17, 1/9/18, 2/13/18, 3/13/18
- Parents of SWD students were engaged via the above opportunities in addition to their IEP participation
- Guardians of Foster Youth were engaged via the above opportunities, as well as conferences, Student Study Team and IEPs as appropriate.
- Participating parents in school groups such as DELAC, Red Barn Arts, and SAGE garden acted as parent advisors when seeking input for the LCAP.

## Impact on LCAP and Annual Update

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

- Certificated staff (bargaining unit) responded to all goals within the LCAP, Reviewed Goals, Actions, & Services and provided information on how the identified needs are being met. In addition, they provided input on Annual Measurable Outcomes to include instructional materials and strategies. Staff completed the Healthy Kids Survey; 100% feel the student learning environment is supportive and inviting, and 92% feel they have resources and training to do their job effectively,
- Parents had the opportunity to respond via LCAP survey and the Healthy Kids Survey. Parents report they feel welcome and safe on campus, and express they are encouraged to be an active partner with the school in educating their child. 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 provide input during DELAC meetings. English Learner parents report student achievement, attendance and engagement is a priority.
- Students provided feedback via Healthy Kids Survey. Their responses include they are connected, have academic motivation, have an adult who cares about them, and are happy and safe at school.

Feedback from stakeholders (DELAC, Red Barn Arts, SAGE garden) was incorporated into Goal 1 of the LCAP. Additionally, due to specific feedback from stakeholders related to broad 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.

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

Modified Goal

## 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 Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 6: School Climate (Engagement)

Local Priorities:     Board Goals: 2, 3,4,6 : Superintendent Goals: 2, 3, 4, 5

### Identified Need:

- Improve student achievement – Based on SBAC/CAASPP scores and internal assessments.
- Quality classroom instruction – Based on administrator(s) observations
- Student and teacher access to technology – Based on technology plan to increase student access.
- Safe/clean school campus and environment – Based on FIT analysis and results

### 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 measured	Goal 1A: Maintain baseline of 100% fully credentialed teacher and appropriately assigned teachers. Maintain (or increase) standards	MET Maintained baseline of 100% fully credentialed and appropriately assigned teachers.	Maintain	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
by District annual inventory of instructional materials and Board Public Hearing & Resolution certifying the District has sufficient textbooks and instructional materials).	based instructional materials. (as evidenced in annual credential review and board action(s))			
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: <ul style="list-style-type: none"> <li>• Site/teacher evaluation</li> <li>• Budgeted purchases</li> <li>• Schedules and calendar</li> <li>• Observations and anecdotal records</li> </ul>	MET Teachers implemented state standards as evidenced by observations, PLC notes, and records. Standards based curriculum utilized as evidenced by curriculum purchases, observations, PLC notes, and records.	Maintain	Maintain
Goal 1C: <ul style="list-style-type: none"> <li>• FIT</li> <li>• Surveys to measure a positive school culture and learning environment</li> </ul>	Goal 1C: <ul style="list-style-type: none"> <li>• Maintain FIT (Facility Inspection Tool) score of 'Exemplary'</li> <li>• 88% of students respond "agree" or better to questions related to school culture and climate.</li> </ul>	MET FIT score of Exemplary New baseline for California Healthy Kids Survey due to change in questions and formats. 79% of 5th graders, 70% of 7th graders, 100% of both parents	Maintain Maintain or increase by 1% over the baseline	Maintain Maintain or increase by 1% over the baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		and staff feel the school is a safe place.		

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

### Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

#### 2017-18 Actions/Services

- a. Appropriately credentialed and assigned certificated staff.
- b. Instructional materials aligned to the state standards provided for all students.

#### 2018-19 Actions/Services

- 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.

#### 2019-20 Actions/Services

- 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.

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

c. Purchase ELA adoption. Continue to implement newly adopted ELA curriculum.

d. Maintain a safe, clean, and well-maintained school facility.

e. Continue the implementation of state standard curriculum, both supplemental and core materials.

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

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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$12,000	\$13,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies b. Instructional Materials	4000-4999: Books And Supplies b. Instructional Materials	4000-4999: Books And Supplies b. Instructional Materials
Amount	\$194,632	\$203,917	\$207,485
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries d. Maintained school facility (maintenance and grounds)	2000-2999: Classified Personnel Salaries d. Maintained school facility (maintenance and grounds)	2000-2999: Classified Personnel Salaries d. Maintained school facility (maintenance and grounds)

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

### 2017-18 Actions/Services

- 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

### 2018-19 Actions/Services

- MET
- a. Certificated and classified staff received professional development for instructional strategies for all students, including unduplicated students. Additional PD for English Learners.
- b. SPED Coordinator implemented TEAMS (Translating Evidence Based Interventions for ASD: A Multi-Level Implementation Strategy
- c. Collaborated with SDCOE regarding curriculum and instruction.

### 2019-20 Actions/Services

Maintain

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.

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

e. Specialists/Coaches supported teachers and students, and provide professional development. EL Coordinator increased support for EL students and increase PD for teachers of EL students.

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

g. District to update technology plan to continued implementation of 'Technology Refresh Plan' to replace old equipment and to purchase new equipment for student and staff use. In addition, the District created a comprehensive Tech Plan to include infrastructure, curricular goals, Digital Citizenship, and professional development.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,788	\$3,000	\$3,000
Source	Title I	Title I	Title I
Budget Reference	a. professional development	a. professional development	a. professional development

Amount	\$7,944	\$7,126	\$7,126
Source	Title II	Title II	Title II
Budget Reference	a. professional development	a. professional development	a. professional development
Amount	\$8,565	\$0	\$0
Budget Reference	Educator Effectiveness a. professional development		
Amount	\$4,000	\$10,000	\$10,000
Source	Base	Base	Base
Budget Reference	a. professional development	a. professional development	a. professional development
Amount	\$28,000	\$40,000	\$40,000
Source	Base	Base	Base
Budget Reference	Technology	Technology	Technology

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

## 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 Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### 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) – Following the review of the results of internal assessments and the evaluation to determine appropriate interventions.
- Collaboration time for Professional Learning Community and professional development / learning – Based on grade level and subject matter minutes and certificated staff input regarding the need to incorporate this time during the work day.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Goal 2A:	Goal 2A: Maintain timely and effective implementation	MET Maintain timely and effective implementation	Maintain timely and effective implementation of district assessments.	Maintain timely and effective implementation of district assessments.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>As measured by student assessment data</li> </ul>	of district assessments. Effective use of data to guide instruction and develop interventions. (as measured by schedules, calendars, and PLC notes)	of district assessments. Effective use of data to guide instruction and develop interventions. (as measured by schedules, calendars, and PLC notes)	Effective use of data to guide instruction and develop interventions. (as measured by schedules, calendars, and PLC notes)	Effective use of data to guide instruction and develop interventions. (as measured by schedules, calendars, and PLC notes)
<p>Goal 2B:</p> <ul style="list-style-type: none"> <li>SBAC scores for all students will increase by 5% in both ELA and Math. (as measured by assessment data)</li> <li>Implementation of state adopted standards.</li> <li>Implementation of NWEA/MAPS</li> <li>Physical Fitness Performance</li> </ul> <p>English Learner reclassification rate</p> <p>English Learner progress toward English language proficiency</p>	<p>Student performance in all sub-categories of the Physical Fitness test is at or above 80% except for upper body which is at 65%.</p> <p>*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)</p>	<p>PARTIALLY MET</p> <p>Review assessment results (as measured by):</p> <p>SBAC/CAASPP Dashboard MAPS/NWEA STAR Reading</p> <p>ALL students at or above grade level:</p> <p>MAPS Reading 67% as of T2 MAPS Math 62% as of T2 Star Reading 58 % as of T2</p> <p>EL students at or above grade level:</p> <p>MAPS Reading 12% as of T2 MAPS Math 15% as of T2 Star Reading 17% as of T2</p>	<p>Review assessment results (as measured by):</p> <p>SBAC/CAASPP Dashboard MAPS/NWEA STAR Reading</p> <p>Maintain or improve by 1% abdominal and upper body strength sub-category performance.</p> <p>Achieve a reclassification rate of 17%</p> <p>Increase 1% over the baseline performance for ELPAC</p>	<p>Review assessment results (as measured by):</p> <p>SBAC/CAASPP Dashboard MAPS/NWEA STAR Reading</p> <p>Maintain or improve by 1% abdominal and upper body strength sub-category performance.</p> <p>Achieve a reclassification rate of 19%</p> <p>Increase 2% over the baseline performance for ELPAC</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>12% reclassification rate</p> <p>42% of students achieving Early Advanced or Advanced on the CELDT</p>	<p>SBAC scores did not improve by 5% for all students. EL scores maintained or showed small improvement</p> <p>Maintain or improve by 1% abdominal and upper body strength sub-category performance.</p> <p>Establish baseline performance on ELPAC</p>		
<p>Goal 2C: As measured by team notes</p> <ul style="list-style-type: none"> <li>• Student Attendance</li> <li>• Chronic Absenteeism</li> <li>• Middle School Dropout rate</li> <li>• Pupil suspension rate</li> <li>• Pupil expulsion rate</li> </ul>	<p>Goal 2C: Attendance Baseline of 97%</p> <p>Chronic Absenteeism Baseline of 3%</p> <p>Middle school Dropout Baseline of 0%</p> <p>Pupil suspension rate 3%</p> <p>Expulsion rate 0%</p>	<p>MET</p> <p>Maintain Attendance rate of 97%</p> <p>Maintain or decrease chronic absenteeism by .5%</p> <p>Maintain middle school dropout rate of 0%</p> <p>Maintain or decrease suspension rate by .5%</p> <p>Maintain expulsion rate of 0%</p>	<p>Maintain Attendance rate of 97%</p> <p>Maintain or decrease chronic absenteeism by .5%</p> <p>Maintain middle school dropout rate of 0%</p> <p>Maintain or decrease suspension rate by .5%</p> <p>Maintain expulsion rate of 0%</p>	<p>Maintain Attendance rate of 97%</p> <p>Maintain or decrease chronic absenteeism by .5%</p> <p>Maintain middle school dropout rate of 0%</p> <p>Maintain or decrease suspension rate by .5%</p> <p>Maintain expulsion rate of 0%</p>

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Modified Action

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

Unchanged Action

## 2017-18 Actions/Services

- a. District will continue to use Specialists – Instructional Coaches to provide targeted support and professional development.
- 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).

## 2018-19 Actions/Services

- Maintain:
- a. Use of Specialists/Coaches
  - b. Implementation ELA curriculum
  - c. Use of supplemental instructional materials

## 2019-20 Actions/Services

- Pilot Social Studies/History curriculum
- Maintain

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$117,172	\$125,936	\$127,195
Source	Supplemental	Supplemental	Supplemental
Budget Reference	a. Reading Specialist/Instructional Coach	a. Reading Specialist/Instructional Coach	a. Reading Specialist/Instructional Coach
Amount	\$45,976	\$49,195	\$50,833
Source	Supplemental	Supplemental	Supplemental
Budget Reference	a. EL Coordinator / Instructional Coach	a. EL Coordinator / Instructional Coach	a. EL Coordinator / Instructional Coach

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

- 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)

- Maintain:
- a. Specialist/Coaches
  - b. EL Coordinator for student services
  - c. EL family learning programs
  - d. Essential Learning Plans
  - e. f. Analysis of student data
  - g. h. Staff collaboration, PLC, professional development

Maintain

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,730	\$4,520	\$4,565
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries b. EL after school tutorial	2000-2999: Classified Personnel Salaries b. EL after school tutorial	2000-2999: Classified Personnel Salaries b. EL after school tutorial
Amount	\$900	\$1,495	\$1,545
Source	Supplemental	Supplemental	Supplemental
Budget Reference	b. EL summer intervention	b. EL summer intervention	b. EL summer intervention
Amount	\$2000	\$2000	\$2000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures c. Mano-o-Mano	5000-5999: Services And Other Operating Expenditures c. Mano-o-Mano	5000-5999: Services And Other Operating Expenditures c. Mano-o-Mano
Amount	\$600	\$600	\$600
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies c. Family Literacy Project	4000-4999: Books And Supplies c. Family Literacy Project	4000-4999: Books And Supplies c. Family Literacy Project

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 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 Priorities: Priority 3: Parental Involvement (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Local Priorities: Board Goals: 3, 4, 6 : Superintendent Goals: 3, 4, 6

### Identified Need:

- 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

### Expected Annual Measurable Outcomes

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).	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	MET The District makes efforts to seek and include parent input in making decisions for the school via multiple opportunities through parent advisory groups	Maintain	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Promote parent participation for parents of all students including pupils with exceptional needs and unduplicated students.</p>	<p>school activities through multiple methods of communication (print, digital and phone based).</p> <p>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)</p>	<p>such as DELAC, Red Barn Arts, SAGE garden, SSC, and PTO. In addition, the District solicits parent input via the Healthy Kids Survey and the LCAP survey. The District values parent input as well as parent participation in classrooms and school activities.</p>		
<p>Goal 3B: Broad course of study Students to participate in multiple learning opportunities (as measured by student schedule, activities, and school records).</p>	<p>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 school records)</p>	<p>MET</p>	<p>Maintain</p>	<p>Maintain</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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)	MET	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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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 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.

2018-19 Actions/Services

Maintain

2019-20 Actions/Services

Maintain

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,650	\$1,650	\$0
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures c. Edulink (3 year contract)	5000-5999: Services And Other Operating Expenditures c. Edulink (3 year contract)	5000-5999: Services And Other Operating Expenditures c. Edulink (3 year contract)
Amount	\$2,469	\$2,517	\$2,517
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures c. Webpage	5000-5999: Services And Other Operating Expenditures c. Webpage	5000-5999: Services And Other Operating Expenditures c. Webpage
Amount	\$348	\$420	\$420
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures c. E-newsletter	5000-5999: Services And Other Operating Expenditures c. E-newsletter	5000-5999: Services And Other Operating Expenditures c. E-newsletter
Amount	\$2000	\$2000	\$2000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies d. Student recognition	4000-4999: Books And Supplies d. Student recognition	4000-4999: Books And Supplies d. Student recognition
Budget Reference	No associated costs sub-actions: a, b	No associated costs sub-actions: a, b	No associated costs sub-actions: a, b

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

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

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

Maintain

2019-20 Actions/Services

Maintain

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$41,900	\$48,900	\$49,389
Source	Base	Base	Base
Budget Reference	b. site behavioral specialist	b. site behavioral specialist	b. site behavioral specialist
Amount	\$78,171	\$80,932	\$81,740
Source	Base	Base	Base
Budget Reference	b. school psychologist	b. school psychologist	b. school psychologist
Amount	\$6,347	\$7,354	\$7,354
Source	Title III	Title III	Title III
Budget Reference	f. EL Coordinator	f. EL Coordinator	f. EL Coordinator

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$210,918

Percentage to Increase or Improve Services

4.72%

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

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

The services in the LCAP demonstrate consistent services for unduplicated students in the 2017-18 school year and plans for the 2018-19 school year. The expenditure of LCFF Supplemental Funds were used for the ELD Coordinator (Goal 2 Action 2) who provided professional development for all staff and provided services principally directed to EL (unduplicated) students. The ELD Coordinator (specialist/coach) provided family engagement through the Mano-o-Mano program, Family Literacy Project, and DELCAC. The continued focus around EL students and their parents has helped to grow participation within the school and has helped EL students in the areas of academic achievement and personal social development, as seen from parent input during DELAC meetings.

EL Coordinator provided summer intervention, after school tutorial and individual plans for each EL students.

Additional time within the master schedule for all grades K-8 provided FIT (Focused Intervention Time) and/or Scholarly Saints / Study Skills to facilitate intervention and differentiated instruction to meet the needs of all students with a focus on English Learners and Special Education students (unduplicated students). These supports are at no additional cost to the District. FIT and Scholarly Saints is coordinated by our coach/specialists 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 specialists for re-teaching through targeted instruction. PLC meetings address access to rigorous CCSS and provide the teachers and students with supports.

Reading Specialist/Instructional Coach provided TK-8 Reading Support for all at-risk students with focus on English Learners, Foster Youth and Low Income. Reading Specialist collaborated with EL Coordinator for EL students.

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

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

The actions and services outlined are the most effective use of funds in meeting the needs of unduplicated students based upon past practice and evidence determined from ELCAP, SBAC, internal assessment results, and teacher input.

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 as partners to empower them through parent education programs. NEA Today (November 18, 2014) reports, "The Enduring Importance of Parental Involvement - Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior."

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

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).

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 were 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.

Supplemental materials (Goal 2 Action 1) as well as additional curricular resources will be provided to increase access to the core content. Individual Learning Plans (Goal 2 Action 2) and training for staff in assessment practices will support increased achievement.

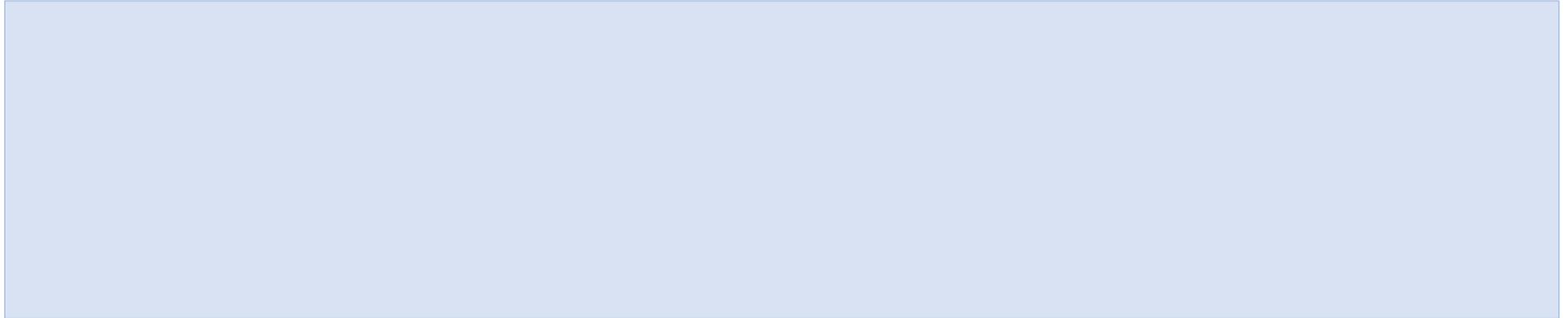
The actions and services outlined are the most effective use of funds in the meeting the needs of unduplicated pupils based upon past practice and evidence determined from internal assessments, teacher input, and SBAC/CAASPP results.

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.

The End

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).



# Addendum

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

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

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

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

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

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

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

## **Budget Summary**

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

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

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

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

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

## Stakeholder Engagement

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

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### **Goal**

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

### **Related State and/or Local Priorities**

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

### **Identified Need**

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

#### **Students to be Served**

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

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

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

#### Location(s)

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

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

## **Actions/Services**

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

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

## **Budgeted Expenditures**

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

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

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

# Demonstration of Increased or Improved Services for Unduplicated Students

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

## Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

## Percentage to Increase or Improve Services

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

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

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

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

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

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?  
Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, October 2016*

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	559,192.00	689,732.00	559,192.00	603,562.00	610,769.00	1,773,523.00
	8,565.00	0.00	8,565.00	0.00	0.00	8,565.00
Base	363,170.00	484,880.00	363,170.00	402,336.00	406,551.00	1,172,057.00
Other	0.00	12,926.00	0.00	0.00	0.00	0.00
Supplemental	170,378.00	173,506.00	170,378.00	183,746.00	186,738.00	540,862.00
Title I	2,788.00	3,940.00	2,788.00	3,000.00	3,000.00	8,788.00
Title II	7,944.00	7,126.00	7,944.00	7,126.00	7,126.00	22,196.00
Title III	6,347.00	7,354.00	6,347.00	7,354.00	7,354.00	21,055.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	559,192.00	689,732.00	559,192.00	603,562.00	610,769.00	1,773,523.00
	540,125.00	571,122.00	341,763.00	373,938.00	378,182.00	1,093,883.00
2000-2999: Classified Personnel Salaries	0.00	0.00	198,362.00	208,437.00	212,050.00	618,849.00
4000-4999: Books And Supplies	12,600.00	113,673.00	12,600.00	14,600.00	15,600.00	42,800.00
5000-5999: Services And Other Operating Expenditures	6,467.00	4,937.00	6,467.00	6,587.00	4,937.00	17,991.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	559,192.00	689,732.00	559,192.00	603,562.00	610,769.00	1,773,523.00
		8,565.00	0.00	8,565.00	0.00	0.00	8,565.00
	Base	346,703.00	368,899.00	152,071.00	179,832.00	181,129.00	513,032.00
	Other	0.00	12,926.00	0.00	0.00	0.00	0.00
	Supplemental	167,778.00	170,877.00	164,048.00	176,626.00	179,573.00	520,247.00
	Title I	2,788.00	3,940.00	2,788.00	3,000.00	3,000.00	8,788.00
	Title II	7,944.00	7,126.00	7,944.00	7,126.00	7,126.00	22,196.00
	Title III	6,347.00	7,354.00	6,347.00	7,354.00	7,354.00	21,055.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	194,632.00	203,917.00	207,485.00	606,034.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	3,730.00	4,520.00	4,565.00	12,815.00
4000-4999: Books And Supplies	Base	12,000.00	113,044.00	12,000.00	14,000.00	15,000.00	41,000.00
4000-4999: Books And Supplies	Supplemental	600.00	629.00	600.00	600.00	600.00	1,800.00
5000-5999: Services And Other Operating Expenditures	Base	4,467.00	2,937.00	4,467.00	4,587.00	2,937.00	11,991.00
5000-5999: Services And Other Operating Expenditures	Supplemental	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	6,000.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	255,929.00	379,328.00	255,929.00	276,043.00	280,611.00	812,583.00
<b>Goal 2</b>	170,378.00	173,506.00	170,378.00	183,746.00	186,738.00	540,862.00
<b>Goal 3</b>	132,885.00	136,898.00	132,885.00	143,773.00	143,420.00	420,078.00

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