

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum:](#) General Instructions & regulatory requirements.

[Appendix A:](#) Priorities 5 and 6 Rate Calculations

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

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

LEA Name Spencer Valley School District

Contact Name and
Title

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2017-20 Plan Summary

THE STORY

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

Spencer Valley School blends the traditional values and personalized environment of the 19th century schoolhouse with current technology, and understanding of human potential to create a model school for the 21st century. We have been educating students since 1876.

A one-school district, with multi-grade grade classrooms, Spencer Valley Elementary is nestled in Wynola Valley at the foot of Volcan Mountain, in northeast San Diego County, near the historic town of Julian.

Staff members hold specialized credentials, certificates and/or have expertise and training in reading resource, the arts, first aid/CPR, outdoor education, technology, gardening, and civics. With a student population of 34 and a staff of 2 full-time teachers, a teacher/administrator, 2 classroom support teachers, technology aide support, and parent volunteers, students receive needed individualized instruction tailored to their needs. This unique environment enables students to gain independence and develop responsibility for their own learning, behavior, and the school community.

Spencer Valley School is a public elementary school, which provides a comprehensive education, in a safe, nurturing

environment.

Students develop the high academic skills, creativity, self-confidence and resourcefulness necessary to approach life with optimism, live it with integrity, and to make a positive difference in the world.

The school's unofficial credo, Produce great people, the rest follows, paraphrases a quote from author and poet, Walt Whitman, who published at the time this school was founded in 1876.

This 9.9 square mile school district consists of one school, 11 part and full time staff, and a student population that fluctuates between 30 and 45 Transitional Kindergarten through 8th grade students in any given year.

LCAP HIGHLIGHTS

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

One of the highest values and strongest commitments held by the staff and parents in our district is the preservation and protection of the elements of childhood: to sing robustly at the top of your lungs... or... beautifully with nuance, run like the wind, memorize lines, memorize lines, memorize lines (Shakespeare would be proud), frame a photo, read your poem out loud, tell your story, nibble carrots from the garden (even when you're not supposed to), paint your skin with mulberry juice from a tree that's always been there, draw a hopscotch on the playground with chalk, observe fish in the pond, jays fledging in the courtyard in spring, and endangered monarchs emerge from the butterfly nursery. We know joyful connections and memories are more than just a back – drop, that there is no replacement for close personal relationships and that not everything that counts CAN be counted.

Below are some other aspects of district programs we are proud to share.

Initiatives

- Academic excellence in RLA and Math
- Improved attendance
- Access to the core curriculum through enrichment
- 20th Annual Shakespeare Production – a 3 day community theatre event

Services

- Reduced class sizes
- One to one support
- Homework hour
- Counseling

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.

Spencer Valley School is proud of the growth they have shown in the areas of student academic achievement and in the continued reduction of chronic absenteeism.

The students, staff, and parents, plan to build on these successes by continuing to access and use many different communication methods and activities to keep students and parents engaged. Staff and parents will continue to thoughtfully guide students to grow socially and emotionally to create a sense of well-being and safety at school. Time for foundational skill building as a stand alone component of instruction and integration and layering skills with and rigorous academic standards will continue.

GREATEST PROGRESS

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?

Spencer Valley's LCAP Dashboard results show that the district's student scores increased significantly in both Reading Language Arts and Math. There are no performance gaps.

GREATEST NEEDS

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 Dashboard reflects the district's programs are *successful*, and currently there are *no performance gaps* reflected in student academic achievement data.

After examining CAASPP results and other local measures, the Spencer Valley School District staff and parents chose to focus on the following areas to improve achievement in Reading Language Arts and Math.

In Reading and Language Arts: To increase a student's ability to respond and evaluate diverse media in a variety of formats. Using the Speaking and Listening Anchor Standards under the Collaboration and Comprehension sub-heading were used as reference, the staff created list a list of tasks and instructional experiences for the students to participate in on all grade levels, TK-8 and created an additional Listening Speaking assessment tool to track student progress.

In Mathematics: Deficits showed in the area of communicating reasoning. By increasing a student's ability to construct viable arguments and critique the reasoning of others, students will show improvement in the area of Communicating Reasoning on the CAASP. Activities and instruction will include experiences and assessments taken from EveryDay Math open ended questions and performance tasks taking place over the course of the school year.

INCREASED OR IMPROVED SERVICES

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

Providing access to on-line remedial programs for English Learners facilitate learning 24/7.
Strategic foundational skill reinforcement with resource staff using the FLEX program for English Learners and struggling readers.
Additional classified support for English Learners (pre-teach, reinforce and/or review key concepts for English Language Arts group and Designated ELD concepts)
Provide online support web-based program Rosetta Stone available for English Learners and English Learners who have been re-designated

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

\$ 3,071,400

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$1,446,771

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.

Special Education Expenses - \$1,624,629

\$1,711,907

Total Projected LCFF Revenues for LCAP Year

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

Goal 1

Increase student academic growth and success in English Language Arts and Math.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Maintain 100% of teachers identified as appropriately credentialed and assigned as measured by Credential Monitoring.
2. Maintain the percentage of classrooms with standards-aligned materials at 100% as measured by count for yearly Board textbook sufficiency resolutions.
3. Students will receive instruction that is increasing aligned to CCSS as measured by classroom observations.
4. Increase individual student academic performance according to the NWEA/MAP assessments utilizing locally developed goal setting and monitoring process. **Student groups are so small that reporting growth in alignment with percentages does not align with the local circumstances. Establishing and monitoring goals at the individual student level is more appropriate to monitor growth within our local context.**
5. Establish district measures for each grade level to align with new RLA curriculum and support tracking of foundational reading skills
6. API is no longer calculated for the 2016-2017 school year.
7. Maintain or increase individual student achievement as measured by CAASPP English Language Arts and Mathematics scores with a focus on closing the gap toward standards met and standards exceeded for all students. **Student groups are so small that reporting growth in alignment with percentages does not align with the local context. Establishing and monitoring goals at the individual student level is more appropriate to monitor growth within our local context.**

ACTUAL

1. 100% of teachers identified are appropriately credentialed and assigned as measured by Credential Monitoring.
2. The percentage of classrooms with standards-aligned materials was maintained at 100% as measured by count for yearly Board textbook sufficiency resolutions done on October 12, 2017.
3. All students received instruction that is increasingly aligned to CCSS as measured by classroom observations in Reading Language Arts and Math.
4. Individual student academic performance scores (TK-8) did increase according to the NWEA/MAP assessment results and locally developed and monitoring processes. Student groups are so small that reporting growth in alignment with percentages does not align with the local circumstances. Establishing and monitoring goals at the individual student level is more appropriate to monitor growth within our local context.
5. The District began to establish measures for each grade level to align with new RLA curriculum and support tracking of foundational reading skills. This work has been partially completed. Training and guided planning leading to full implementation will continue in 2017-2018.
6. The API is no longer calculated. Dashboard results showed that the state and local

8. English Learner progress toward redesignation as demonstrated by CELDT performance levels will increase. The number and percentage of English Learner students maintaining designation as EL upon entering 2nd grade will continue to be 0%. **All enrolled English Learner students are in grades Pre-K through 1st grade.

9. Continue to provide professional learning and support for primary teachers to implement the ELA/ELD framework and increase the success of English Learner students.

Because Spencer Valley is a K-8 district, the following required state metrics for the 8 state priorities do not apply:

- College and Career Readiness
- AP Exam Pass Rate
- EAP Participation Performance
- High School Dropout Rates
- High School Graduation Rates

priorities were all met.

7. Individual student achievement profiles showed student growth was maintained or increased as measured by CAASPP predictive measures (NWEA student profiles winter 2017). All students made progress in English Language Arts and Mathematics, but still have focus areas that have been identified in order to close the gap toward standards met and standards exceeded for all students. Student groups are so small that reporting growth in alignment with percentages does not align with the local context. Establishing and monitoring goals at the individual student level is more appropriate to monitor growth within our local context.

8. English Learners enrolled made 1 or more years progress, students who scored appropriately were re-designated as demonstrated by CELDT performance levels. The number and percentage of English Learner students maintaining designation as EL upon entering 2nd grade will not be reported due to privacy protection.

9. Professional learning and support was provided for primary teachers to implement the ELA/ELD framework. Staff members worked with a curriculum coach to learn how to use the new materials that were adopted to increase the success of English Learner students.

Because Spencer Valley is a K-8 district, the following required state metrics for the 8 state priorities do not apply:

- College and Career Readiness
- AP Exam Pass Rate
- EAP Participation Performance
- High School Dropout Rates
- High School Graduation Rates

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

1a) Create alternative learning arrangements for students with exceptional needs, low income, EL, or other unduplicated groups including:

- Provide CCSS materials and supplies, curriculum adoption, and appropriate assessments: formative and summative.
- Remediation
- Acceleration

Actions/Services

ACTUAL

1a) Alternative learning arrangements for students with exceptional needs, low income, EL, or other unduplicated groups were created. These include:

- CCSS materials and supplies, curriculum adoption, and appropriate assessments: formative and summative assessments are still being trialed and assembled as training and implementation for Reading Language Arts adoption will continue though school year 2017-2018.
- Staff began to create the locally developed individual tracking tools for students. More work will be done with establishing district and

- Grouping: to reduce class size, provide interventions, small group instruction, RtI and interactive web learning by decreasing student/teacher ratio.
- Provide Peer Educators and Tutors (in class)

school approved local measures in 2017 – 2018. Students had many opportunities to be remediated using the school's Multi-tiered System of Supports. These supports are provided during breakout sessions, with designated staff members, tutors and volunteers, one to one after school, and by accessing strategically chosen lessons from on-line learning resources. Class size is also reduced when these methods are employed.

- Academic acceleration was used the school this year to support a student who qualified to take an advanced level math course not offered within our grade level span. Through an agreement with another district, the course was provided on-line and proctored at the district to meet her specific needs.
- The district uses groupings of students to: reduce class size, present specific interventions during small group instruction, provide Multi-tiered System of Support (MTSS), some embedded Response to Intervention strategies and techniques, and allow opportunities interactive web learning to also reduce student/teacher ratio.
- The district successfully used the Peer Educators in each classroom each semester for 2 days per week or more.

Expenditures

Action

2

Actions/Services

BUDGETED

\$88,456
 Objects 1100 and 3000-3999 Resources 9010709 and 3312000 \$22,817
 Objects 1100 and 3000-3999 LCFF S/C Funds \$19700
 Object 4100 Resources 6300000 and GF \$3681
 Object 5200 Resources GF and 4035000 \$75000
 Object 5800 Resources 6500000 and 9010709

ESTIMATED ACTUAL

\$29,000, Resource 3312, Salary (1100), Benefits (3000)
 \$86,353, Resource 9010709, Salary (1100), Benefits (3000)
 \$330, LCFF S/C, Rosetta Stone (5800)
 \$833, LCFF S/C, Salary (2100), Benefits (3300)
 \$46,594, LCFF, Textbooks (4100)
 \$1,700, Resource 6300, Textbooks (4100)
 \$2,462, Resource 4035, Professional Development (1100, 3000, 4300, 5200)
 \$1,454, Resource 9010200, Professional Development (1100, 3000)
 \$25,000, Resource 9010709, PET Program (5800)
 \$28,950, Resource 6500, SPED Specialized Academic Instruction (5800)
 \$10,730, Resource 9010709, K-8 1:1 Support (5800)

PLANNED

1b) Provide ongoing staff development to increase implementation of a broad course of study and literacy development:

- Incorporate professional learning focused on

ACTUAL

1b) Ongoing staff development to increase implementation of a broad course of study and literacy development:

- The two year English Language Arts and English Learner Development professional learning cycle to increase implementation

implementation of CCSS, NGSS, arts, history and physical education.

- Professional learning and collaboration regarding remediation, acceleration, and additional high leverage instructional practices to meet the needs of unduplicated student groups.
- Secure additional materials, supplies, and technology in support of the delivery of high quality instruction in all subject areas, including TK-K Plan-Do-Review afternoon cycle.

of literacy development focused the first year primarily on exploration, lesson observation in other districts, publisher training, training for small school personnel and in class modeling of techniques and coaching for teachers.

- Extended training using the Wonders curriculum, guided planning, formative and summative assessment designations towards full implementation will continue in 2017-2018. Guided planning to get agreement for strategies and best instructional practices and class structures, appropriate pacing, and developments regarding formative and summative local assessments will take place in the school year 2017 - 2108. The training cycle for ELD adoption(s) and TK -2nd grade supplemental writing training will also continue.
- The district did incorporate professional learning focused on implementation of CCSS in Reading Language Arts and ELD standards and curriculum for the 2016-2017 school year. One half the teachers have previously received training in NGSS standards in 2014-2015, and all teachers received Mathematics training in 2015-2016. Staff development for 2017-2018 will continue to be in the areas of Reading Language Arts and English Language Development and the choosing of quality assessments. Staff development and lesson development for science, the arts and arts integration, history, and updating physical education program
- The staff engaged in giving a new and improved form to the Student Study Team (SST) support process; aligning this process with ed code requirements, LCAP goals, MTSS and embedded Response to Intervention strategies, updated assessments and record keeping. Additional materials, supplies, and technology were purchased in support of the delivery of high quality instruction in all subject areas, including TK-K Plan-Do-Review afternoon cycle.

BUDGETED

See above from Object 5200 combined from Resources 0000000 and 4035000
Not to exceed \$1000 from
Object 4300 from Resource 9010709

ESTIMATED ACTUAL

\$163, Resource 9010709, Materials (4300)
Reflected above in Action 1, Professional Development

Action

3

PLANNED

1c) Provide increased services in the areas of student support and interventions, where a personal education is structured for each student to address deficiencies and

ACTUAL

The district did provide increased services in the areas of student support and interventions.

Actions/Services

coordinate all services available in support of unduplicated student groups to fill academic and social/emotional gaps by:

- Use of peer tutors thereby allowing teachers to double up on lessons to accelerate growth and to allow greater access to the core curriculum.
- Provide one to one after school support.
- Provide additional teacher support when students are learning online through Compass Learning Odyssey during the school day, before and after school, and the summer.
- Provide Homework Hour

- See 1b
- One-to-one support was provided to the students in unduplicated student groups by teachers after school, three days per week.
- Teachers provide small mini-lessons to students needing remediation. Reports are pulled from selected online web based reading language arts and mathematics programs and specific lessons are chosen to compliment and support student deficient areas. These programs are available before, during and after school and at home. They are also available during the summer months for students to access at home.

BUDGETED

\$132,350 from Objects 1100, 2100, 3000-3999 and 5800, combined from Resources 6500000 and 9010709.
\$25,000 from Object 5800 Resource 9010709 as reflected in Action/Service 1a

ESTIMATED ACTUAL

\$36,625, Resource 9010709, Salary (1100), Benefits (3000)
\$5,500, Resource 9010709, Salary (2100), Benefits (3000)
Reflected above in Action 1, PET Program
Reflected above in Action 1, K-8 1:1 Support

Expenditures

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.

GOAL 1

- Student academic growth and success in English Language Arts and Math were achieved. Tutors were used to remediate math with fix and finish activities, math reinforcement games, flash cards. Tutors read with students, and do timed readings, re-read drafts from writing with them, run lines for the Shakespeare play, and supporting motor skills development during PE and handwriting and typing supervising the typing program. Peer educators have also supported students in completing integrated performance tasks (example: 3-D puzzles) involving science and the arts. The district uses groupings of students to: reduce class size, present specific interventions during small group instruction, provide Multi-tiered System of Support (MTSS), some embedded Response to Intervention strategies and techniques, and allow opportunities interactive web learning to also reduce student/teacher ratio.

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

- Metrics used: CAASPP and CELDT results, NWEA MAPS data, locally chosen measures and benchmarks, Observational data, professional development calendar. Students had many opportunities to be remediated using the school's Multi-tiered System of Supports. These supports are provided during breakout sessions, with designated staff members, tutors and volunteers, one to one after school, and by accessing strategically chosen lessons from on-line learning resources. Class size is also reduced when these methods are employed.
- The staff used counselors from Vista Hill, a contracted School Psychologist and Resource Staff to collaborate with students and parents to coordinate acceleration or remediation of students according to individual need, and to develop and use additional high leverage instructional practices to meet the needs of unduplicated student groups.

(Action 1)

The amount budgeted, \$75,000 was actually \$64,680 for school year 16-17, a \$10,320 difference (about a 14% reduction) due to a decrease in enrollment of students accessing special education services

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The metrics will change to reflect the new assessment – the ELPAC, changes to locally chosen measures will follow in 2017-2018.

Goals, actions, and services, as well as funding will be increased to support the transition to new statewide assessments for English Learners.

Goal 2

Students will attend school regularly and be engaged in a safe environment that fosters school connectedness

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL SPSA and Wellness Policy

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase or maintain the Average Daily Attendance of all students by decreasing the number of tardies and absences from previous school year. Baseline in 15-16, 720 students incidents of absent or tardy in 154 days.
2. Maintain current suspension and expulsion rates as measured by 3% of suspensions or 0% expulsions. Baseline 3% in 15-16.
3. Maintain current middle school dropout rate as measured by 0% of students in middle school that dropped out. Baseline 0% in 15-16.
4. Decrease chronic absenteeism by 3% in year 1 as measured by the number of students experiencing irregular attendance patterns including tardy students in particular. Baseline 19% in 15-16, down from 35% in 14-15.
5. Provide all students access to a safe and well-maintained learning environment as measured by a "good" or higher rating on the FIT. Increase percentage of parent and students indicating a positive response for sense of safety and connectedness by surveying parents with 20 question survey on question #9 and student safety survey. Baseline: Question #9 parent survey -12% of parents felt their child was not safe from verbal insults. Student survey: Up to 54% of students reflected that they had not been able to resolve incidents with others on the playground outside of class 15-16. Safe School Ambassadors though Community Matters Program will be used next year to allow students to learn a structure to develop social skills necessary to advocate for themselves and others.
6. Increase or maintain parent participation including in programs for parents of students with exceptional needs. Increase or

ACTUAL

1. The attendance rate of all students was increased from (Baseline rate was 720 instances) 12% on day 154 in 2015-16 to (489 instances) 9.6% on day 154 for school year 2017.
2. Current suspension and expulsion rates is 0% .
3. The current middle school dropout rate was maintained as measured by 0% of students in middle school that dropped out. Baseline 0% in 15-16.
4. Chronic absenteeism decreased by 3% in 2016-2017 (year 3) as measured by the number of students experiencing irregular attendance patterns including tardy students in particular. Current # of instances is 9.6% tardy and absents together. The number of total incidents over 30 minutes dropped in 2017.
5. Access to a safe and well-maintained learning environment was provided to all students to as measured by a "good" or higher rating on the FIT. Increase percentage of parents and students indicating a positive response for sense of safety and connectedness from parent and student surveys. Question #9 parent survey - In 2016-2017 5% of parents responding to the survey indicated they felt their children were not safe from verbal insults on the playground, however comments showed that playground language usage is still an area to be looked at. 12% of parents felt their child was not safe from verbal insults in 2015-16. Baseline 2015-2016: Student survey: Up to 54% of students in the upper grade classroom reflected that they had not been able to resolve incidents with others on the playground outside of class 15-16.

7. Increase or maintain parent participation and input in district/school activities as measured by parent attendance at meetings and school events, parent participation in safety and connectedness survey, and parent volunteers.
 Baselines: Survey participation: 94% return rate for survey for 15-16. Event participation: 100% of families were represented and participated in one or more school events, field trips or meetings (39 possible).
 8. Increase or maintain # of in events available: 1st semester 10 events in 14-15, 14 events in 15-16 up 30% from the year before and for second semester 12 events in 14-15 and 17 events in 15-16 up 31% from the year before.

6. Parent participation was maintained in programs for parents of students with exceptional needs as evidenced by CASEMIS information.
 7. Parent participation and input in district/school activities was maintained or exceeded.
 Baselines: Survey participation: 94% return rate for survey for 15-16. 83% return rate on Survey for 16-17. Event participation: 100% of families were represented by volunteering or having participated in one or more school events, field trips, or meetings (47 possible).
 Maintain as measured by: parent attendance at meetings and school events parent participation in safety and connectedness survey, parent volunteers, Event participation. (See: parent sign-in sheets, logs and event list sent home with survey)
 8. Increase or maintain # of in events available: 1st semester 10 events in 14-15, 14 events in 15-16 up 30% from the year before and for second semester 12 events in 14-15 and 17 events in 15-16 up 31% from the year before. The number of events increased in 2016-2017, 21 activities or events for first semester and 26 events in the second half of the year.

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

2a) Provide access to school based counseling services to increase socio-emotional wellness to traumatized students or students in crisis, if behavior because of crisis is a barrier to academic progress.

- Contract with Vista Hill

BUDGETED

\$4,050 Object 5800017 from Resource GF

Expenditures

ACTUAL

2a) All students who were referred and qualified had access to school based counseling services. 12% of all students enrolled received services

ESTIMATED ACTUAL

\$4,050, LCFF, Vista Hill (5800)

Action

2

PLANNED

2b) Implement a schoolwide system that promotes increased student attendance and positive student behavior.

- Internal and external communication to monitor attendance (phone calls, letters, and staff outreach)
- Parent education and conferences
- Student outreach
- Increase campus culture and connectedness through enrichment activities
- Community Matters - Safe School Ambassadors

Actions/Services

ACTUAL

2b) The components of a schoolwide system that promotes increased student attendance and positive student behavior contained these components:

- Internal and external communications and reminders were sent home.
- Parent education and information about the importance of school attendance took place during SAC and LCAP PAC meetings
- Students were given strategies to use at home to identify situations and behaviors they could change to allow them to be on time
- Campus culture and connectedness were increased through enrichment activities like the parent established Running Club that takes place twice a week before school
- Restorative Practices training replaced Safe School Ambassadors

By putting these strategies and activities in place attendance improved for school year 2016-2017.

BUDGETED

\$2000 Object 4300 from Resource GF
\$3500 Object 5800 from GF

Expenditures

ESTIMATED ACTUAL

\$2,232, LCFF, Phone System (4400)
\$368, LCFF, Website/Hosting (5300)
\$166, LCFF, Parent Meetings (4300)

Action

3

PLANNED

2c) Provide programs and enrichment activities that promote tolerance

- Choose/coordinate at least 2 speakers or activities that will promote tolerance and understanding of global and individual perspectives.

Actions/Services

ACTUAL

This goal was met. Teachers used the theme - Around the World in 180 days to explore cultures, regions, and experiences of other people in the world.

Volunteer parents and staff became speakers gave talks about their times in Surinam, Germany and Vietnam. Authors of the month are specially chosen to represent many authors from different backgrounds, race, gender and religions. The staff works with the librarian from the County Library service to provide the books to the class for the month. Martin Luther King, Ruby Bridges, Jesse Owens and Rosa Parks were also read. A book study of Out of My Mind by Sharon Draper was read, this novel is about an 11 year old girl with cerebral palsy.

The Read Across America celebration had a theme Where are we from - around the world. Students and staff submitted their information and it was logged with a dot on the big world map up for all to see. Story telling - and family stories and traditions rounded out the end of the year with a family story telling event Tales and Treats.

BUDGETED

\$17,519 Objects 1100 and 3000-3999 from Resource 5810100

ESTIMATED/ACTUAL

\$15,495, Resource 5810100, (Salary 1100), Benefits (3000)

Expenditures

GOAL 2

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

Students will attend school regularly and be engaged in a safe environment that fosters school connectedness. Attendance was monitored more frequently – a personal and timely phone call was made directly from the office for each absence, caution letters did not need to be sent because the rate went down after staff outreach, and intervening to give students and parents strategies were part of the attendance support system's success.

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

Metrics – District and site calendars, Classroom newsletters, attendance logs, surveys, sign-in sheets for events and meetings, counseling records/referrals. Results for student survey 2016-2017: 100% of students responding said they felt safe at school and said they felt that if they had a problem at school they were able to solve it *most of the time*. 80% of students responding said they felt they were comfortable talking to adults at school to resolve problems. Safe School Ambassadors training was attended. It was determined in the fall that the program would not be useful to Spencer Valley due to the size of the district and school. After parent input, Restorative Practices Training was chosen as a replacement program.

Action 2

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted \$5,500, Spent \$2,766 – School Messenger communication service was continued as is and services were not expanded. The school is mid-way in a multi-year, pre-paid contract so no extra charges were incurred for 2017.

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.

Fit tool, Comprehensive School Safety Plan, Maintain percentage of students who qualify and who will be receiving counseling from Vista Hill. No changes were made.

**Goal
3**

Students will have more access to enrichment opportunities both during the school and after school through increased School-Family-Community Partnerships and community involvement.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL Wellness Policy and Technology Plan

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1) Increase or maintain the number of opportunities and experiences for access to a broad course of study as evidenced by daily schedules. Additionally increase or maintain the number of opportunities and experiences for learning enrichment outside of campus as measured by number of students participating in after school events.
- Increase or maintain the number high quality relationships/interactions with chosen entities such as Spencer Valley Educational Association Inc. (SVEA), Julian High School, SDCOE, San Diego County Library, Volcan Mountain Foundation and San Diego Shakespeare Society to increase the number of community partnerships and activities available to students over previous year to prepare students for college and career as measured by an increased number of activities available for students.
 - Maintain or increase percentage 90% for family participation at events and input in district/school improvement (parent attendance at meetings and events, survey completion and volunteers) as measured by sign-in sheets for events, volunteering, meeting participation, and survey returns.

ACTUAL

- 1) Increase or maintain the number of opportunities and experiences for access to a broad course of study as evidenced by daily schedules. Additionally increase or maintain the number of opportunities and experiences for learning enrichment outside of campus as measured by number of students participating in after school events.
- The number of high quality relationships/interactions with chosen entities such as Spencer Valley Educational Association Inc. (SVEA), Julian High School, SDCOE, San Diego County Library, Volcan Mountain Foundation and San Diego Shakespeare Society were maintained. The number of community partnerships was maintained and activities available to students over previous year increased.
 - This goal was met: 100% of the families participated in a variety of events and 87% gave input that was useful and overall positive in district/school improvement surveys or meetings – Survey responses down 3% to 87% return from 90% last year and volunteers, as measured by sign-in sheets for events, logs, volunteering, meeting participation, and survey returns.

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 3a) Provide students opportunities to participate in service learning to connect school to the broader community.

- Service Learning Opportunities:
- Holiday Winter Program Giving

Actions/Services

ACTUAL

3a) Students were provided with opportunities to participate in service learning to connect school to the broader community.

- Service Learning Opportunities: Volcan Mountain
- Holiday Winter Program Giving
- Other activities included Running Club, held before school two times

per week, Lunch Party after school on Thursdays, Gardening activities with volunteers, Water Color and Kids with Cameras Art Displays at local businesses and County Library Julian Branch

BUDGETED

\$0 Reimbursed through Spencer Valley Educational Association and Donations from the Community

ESTIMATED ACTUAL

Donations from SVEA (Spencer Valley Educational Association)

Action

2

PLANNED

3b) Develop digital literacy and increased access to technology to engage students in a broad course of academic study and to incorporate opportunities to explore college and career:

- Increased digital literacy and student technology access to provide acceleration and enrichment opportunities as well as opportunities to explore career pathways.
- Providing connections with local high school and industry sector to increase student understanding of secondary and post-secondary options, including:
 - Guest speakers
 - Increase or maintain existing community partnerships
 - Collaboration with SVEA
 - Student study experiences outside of school to provide enrichment and acceleration opportunities.
 - Arts integration learning experiences including visual and performing arts productions (Shakespeare production) and outreach
 - Build intentional partnerships with local high school and community to focus on career exploration and development.

ACTUAL

3b) Develop digital literacy and increased access to technology to engage students in a broad course of academic study and to incorporate opportunities to explore college and career:

- The district increased Digital literacy opportunities for students by purchasing new computers, and access in the upper grade classroom.
- The district was not able to provide student to student connections with local high school students and industry sector mentors to increase student understanding of secondary and post-secondary options due to delays in the completion of the theater space.
- Guest speakers and lectures included a best selling author, who discussed Shakespeare, a cookbook author, an opera docent, a lecture on peace core service in Surinam and travel presentations to Vietnam and Germany, plein air painting session with a local watercolorist, and a special gallery tour and talk with the gallery artist.
- Existing community partnerships were maintained: The School continued to receive support from SVEA, continued the PET and SEA Programs with Julian High School, and accessed Volcan Mountain Foundation Programs and the San Diego County Library Julian Branch. San Diego Opera and Shakespeare Society, and the Santa Ysabel Art Gallery, Mom's Pie, Julian Pie Company, US Foods, California Mountain Bakery, Jeremy's on the Hill.
- Collaboration specifically with SVEA was maintained. The Association supplied field trip transportation, after school enrichment and support of the Shakespeare Production.
- Student study experiences outside of school were provided to provide enrichment, career exploration with local businesses and acceleration opportunities. (Activities sheet for parents)
- Arts integration learning experiences including visual and performing arts productions (Shakespeare production) and outreach
- The school continued to create and build intentional partnerships with local high school and community to focus on career exploration

Actions/Services

and development. Five meetings were held with the Julian High School, vendors and contractors to finalize the infrastructure to finish off the theater.

BUDGETED

Reflected in Goal 2 \$1,370 Object 5800 from Resource GF
\$2060 Object 1100 from Resource 9010709
\$50,000 Object 7281 from Resource 9010709
\$31,000 Object 6400 from Resource 9010709 and 9010200

Expenditures

ESTIMATED ACTUAL

\$972, Resource 9010709, Ukeleles (4400)
\$2,060, Resource 9010709, Salary (1100), Benefits (3000)
\$53,000, Resource 9010709, SEA Program w/JUHSD (7281)
\$30,420, Resource 9010709, Computers/Promethean (6400)
\$29,951, Resource 9010200, Computers/Promethean (6400)

Action

3

Actions/Services

PLANNED

3c) Parent-School Communication
• Communicate results of parent needs survey to Spencer Valley Educational Association (SVEA) in order to facilitate partnerships with entities supporting Spencer Valley students' after school enrichment.

ACTUAL

3) All parents received a list of activities for the year to be used as a reference when filling out the Parent Survey for school year 2017 – 2018. The survey had a 90% rate of return. Results and comments were presented to the parent LCAP parent group, staff meetings, and sent home as a summary to all families and are on file in the office for viewing. The returned results were 90% positive.

BUDGETED

Object 1100 from Resource 9010709 as reflected in Action/Service 3b
\$2,060 Object 1100 from Resource 5810100

Expenditures

ESTIMATED ACTUAL

\$2,060, Resource 5810100, Salary (1100), Benefits (3000)

GOAL 3

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

Students will have more access to enrichment opportunities both during the school and after school through increased School-Family-Community Partnerships and community involvement. The district continued to provide fast internet so students through e-rate funding and SDCOE support. The SDCOE Librarian worked with students, creating activities and Caldecott book sharing.

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

Metrics - Lists of yearly events, sign-in sheets, and other activities attended during the year indicated between 90 and 100% participation in the activities. These activities helped prepare students for college and career as measured by an increased number of activities available for students.

None.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

Continue the same goal and actions and services.

Stakeholder Engagement

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

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

District Board meetings (7 – October through June) Includes Dashboard updates and school reports on all state priorities
 District LCAP Parent Advisory Council Group/Includes LCAP Budget (4 – January through May)
 School Site Council Meetings (5 – January through June)
 Certificated Staff Meetings and staff planning meetings (10 - August through June) (Principal/Administrator, Teachers – no bargaining units exist at the school)
 Certificated and Classified staff meetings (2 - November and April)
 San Diego Early Adopter Professional Learning Network Meetings (11 – January through June)
 Putting It All Together – Accountability Support Academy (5 – September through May) Includes EL, Foster Youth and Homeless
 Also – Survey post cards for community stakeholders were available in local restaurants, community meetings, and county library branch
 Parents, students were also surveyed in April and May. Staff was surveyed during the end of the year reflection meeting(s) in May.
 Public Hearing: June 9, 2017
 Board Adoption: June 14, 2017
 Total Meetings 44

IMPACT ON LCAP AND ANNUAL UPDATE

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

The top themes emerging from the stakeholder sessions were:

Parents - liked the idea of having Restorative Practices being implemented at school. Expressed an interest in family training after staff training is completed. Incorporated into GOAL 2 Action 2
 Liked the idea of adding Music to the school program. Incorporated into GOAL 3 Action 2
Students – liked that new computers were purchased and expressed an interest in learning a language. A pilot of language program "Rosetta Stone" was begun to see if there was enough interest within the families to offer access to the program next school year. Incorporated into GOAL 3 Action 2
Community - survey cards indicated that the community in general appreciated the integrated arts focus, and individual attention offered to students through small class size. One thing to fix was the WEBSITE. This was part of GOAL 3

Connected school goals and progress in the Local Control Accountability Plan to the Dashboard and rubrics
 Informed constituents of progress

Discussions were an essential component in determining the need for development of high quality metrics in the areas of local measures in achievement and in school climate
 Guided decisions for professional development
 Allowed for discussion and modification of goals

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☒ New	☐ Modified	☐ Unchanged
Goal 1 Each student will experience high quality teaching and learning that will allow them to be successful in preparing for their College and Career		

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic Program 1A. Appropriately credentialed and assigned Certified staff and Classified staff providing instruction and support to all students	100% fully credentialed and appropriately assigned teachers, 100% access for students to standards aligned instructional materials	1A. Maintain baseline	1A. Maintain baseline	1A. Maintain baseline
1B. Implementation of state standards in all content areas including	100% of Classrooms will implement state standards as measured by a classroom	1B. Maintain baseline	1B. Maintain baseline	1B. Maintain baseline

in programs to support English Learner students as measured by a classroom observation tool	observation tool				
1C. ELA - Scores on SBAC will be maintained MATH - Scores on SBAC Percentage of students scoring in the Healthy Fit Zone as measured by the California Physical Fitness Tests	1C – ELA Baseline 1C -- Math Baseline 53% of all students at achieving standards or better in ELA and 60% for MATH Data not publicly reported due to student group size of less than 10 due to privacy issues.	60% of students will maintain performance at standards met or demonstrate growth on CAASPP in ELA and Math as measured by individual student monitoring. Site based leaders monitor individual student Physical fitness progress	Maintain or increase percentage of students growing in achievement according to CAASPP over the 2017-2018 performance. Site based leaders monitor individual student Physical fitness progress	Maintain or increase percentage of students growing in achievement according to CAASPP over the 2018-2019 performance. Site based leaders monitor individual student Physical fitness progress	
English Learner language proficiency and progress toward redesignation	Currently, 66% of English Learner students were redesignated to fluent English proficient. 100% of enrolled English Learner students are maintaining progress toward English proficiency as measured by CELDT.	Maintain redesignation rate at or above the baseline pending student enrollment numbers of 3 or more students. Ensure 100% of students are maintaining progress toward English proficiency as measured by statewide assessment.	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 **1a**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Base Program

- Appropriately assigned Certificated staff (ratio 24:1) and Classified staff providing instruction and support to all students, including EL's with emphasis on RLA and Math
- Professional Development in the California Standards aligned curriculum and district wide instructional initiatives
- Review and revise EL Placement and Redesignation Criteria
- Create alternative learning arrangements for students with exceptional needs, low income, EL, or other unduplicated groups including:
Provide CCSS materials and supplies, curriculum adoption, and appropriate

a,b,d -- Continue with emphasis on NGSS

c -- Implement and monitor EL Placement and Redesignation Criteria

a,b,d -- Continue with emphasis on Social Studies and VAPA

assessments: formative and summative.
Remediation
Acceleration
Grouping: to reduce class size, provide interventions, small group instruction, RtI and interactive web learning by decreasing student/teacher ratio.
Provide Peer Educators and Tutors (in class)

BUDGETED EXPENDITURES

2017-18

Amount

\$1,160,839

2018-19

Amount

\$1,171,839

2019-20

Amount

\$1,184,839

Source

\$906,110 LCFF
\$17,415 LCFF S/C
\$179,449 EIA Resource 9010709
\$41,421 CAVA Resource 9010200
\$30,000 SPED Resource 6500
\$2,464 Title II Resource 4035
\$1,395, Lottery Resource 6300

Source

\$918,110 LCFF
\$179,449 EIA Resource 9010709
\$41,421 CAVA Resource 9010200
\$30,000 SPED Resource 6500
\$2,464 Title II Resource 4035
\$1,395, Lottery Resource 6300

Source

\$930,110 LCFF
\$179,449 EIA Resource 9010709
\$41,421 CAVA Resource 9010200
\$30,000 SPED Resource 6500
\$2,464 Title II Resource 4035
\$1,395, Lottery Resource 6300

Budget Reference

Salaries (1000, 2000), benefits (3000), Materials (4000), Operations (5000)

Budget Reference

Salaries (1000, 2000), benefits (3000), Materials (4000), Operations (5000)

Budget Reference

Salaries (1000, 2000), benefits (3000), Materials (4000), Operations (5000)

Action 1b

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

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

Location(s)

☐ All schools

☐ Specific Schools:

☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners

☒ Foster Youth

☒ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Supplemental Program

- a. Create alternative learning arrangements for students with exceptional needs, low income, EL, or other unduplicated groups including:
Provide materials and supplies for remediation and acceleration
Grouping: to reduce class size, provide interventions, small group instruction, RtI and interactive web learning by decreasing student/teacher ratio.
Provide Peer Educators and Tutors (in class)

Continue to implement

Continue to implement

BUDGETED EXPENDITURES

2017-18

Amount

\$17,415 LCFF S/C

Source

\$17,415 LCFF S/C

Budget Reference

Salaries (1000, 2000), benefits (3000), Materials (4000), Operations (5000)

2018-19

Amount

\$17,151 LCFF S/C

Source

\$17,151 LCFF S/C

Budget Reference

Salaries (1000, 2000), benefits (3000), Materials (4000), Operations (5000)

2019-20

Amount

\$16,994 LCFF S/C

Source

\$16,994 LCFF S/C

Budget Reference

Salaries (1000, 2000), benefits (3000), Materials (4000), Operations (5000)

Action 2

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

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

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

OR

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

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

Scope of Services ☐ LEA-wide ☐ Schoolwide ☐ Limited to Unduplicated Student Group(s) OR ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1b) Provide ongoing staff development to increase implementation of a broad course of study and literacy development: - Incorporate professional learning focused on implementation of CCSS, NGSS, arts, history and physical education. - Professional learning and collaboration regarding remediation, acceleration, and additional high leverage instructional practices to meet the needs of unduplicated student groups. - Secure additional materials, supplies, and technology in support of the delivery of high quality instruction in all subject areas, including TK-K Plan-Do-Review afternoon cycle.	1b) Continue	1b) Continue

BUDGETED EXPENDITURES

2017-18

Amount

\$1,000
As reflected in Goal 1, Action 1: \$7,303

Source

NTE \$1000, EIA Resource 9010709
As reflected in Goal 1, Action 1:
\$1,300 LCFF
\$2,464 Title II Resource 4035
\$3,539 EIA Resource 9010709

Budget
Reference

Materials (4000)
As reflected in Goal 1, Action 1:
Prof Development (4200, 5300)
Salaries (1000), Benefits (3000)

Action 3

2018-19

Amount

\$1,000
As reflected in Goal 1, Action 1: \$7,303

Source

NTE \$1000, EIA Resource 9010709
As reflected in Goal 1, Action 1:
\$1,300 LCFF
\$2,464 Title II Resource 4035
\$3,539 EIA Resource 9010709

Budget
Reference

Materials (4000)
As reflected in Goal 1, Action 1:
Prof Development (4200, 5300)
Salaries (1000), Benefits (3000)

2019-20

Amount

\$1,000
As reflected in Goal 1, Action 1: \$7,303

Source

NTE \$1000, EIA Resource 9010709
As reflected in Goal 1, Action 1:
\$1,300 LCFF
\$2,464 Title II Resource 4035
\$3,539 EIA Resource 9010709

Budget
Reference

Materials (4000)
As reflected in Goal 1, Action 1:
Prof Development (4200, 5300)
Salaries (1000), Benefits (3000)

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

Students to be Served☒ All☐ Students with Disabilities☒ [Specific Student Group(s)] English Learners, Unduplicated studentsLocation(s)☐ All schools☐ Specific Schools: _____☐ Specific Grade spans: _____

OR

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

Students to be Served☐ English Learners☐ Foster Youth☐ Low IncomeScope of Services☐ LEA-wide Group(s)☐ Schoolwide

OR

☐ Limited to Unduplicated Student

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1c) Provide increased services in the areas of student support and interventions, where a personal education is structured for each student to address deficiencies and coordinate all services available in support of unduplicated student groups to fill academic and social/emotional gaps by: • Use of peer tutors thereby allowing teachers to double up on lessons to accelerate growth and to allow greater access to the core curriculum. • Provide one to one after school support. • Provide additional teacher support when students are learning online through Compass Learning Odyssey during the school day, before and after school, and the summer. • Provide Homework Hour	1c) Continue	1c) Continue

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$31,181 As reflected in Goal 1, Action 1: \$39,469	Amount \$32,740 As reflected in Goal 1, Action 1: \$39,469	Amount \$34,377 As reflected in Goal 1, Action 1: \$39,469
Source \$31,181, EIA Resource 9010709 As reflected in Goal 1, Action 1: \$969, LCFF \$38,500, EIA Resource 9010709	Source \$32,740, EIA Resource 9010709 As reflected in Goal 1, Action 1: \$1,017, LCFF \$38,500, EIA Resource 9010709	Source \$34,377, EIA Resource 9010709 As reflected in Goal 1, Action 1: \$1,068, LCFF \$38,500, EIA Resource 9010709
Budget Salaries (1000), Benefits (3000)	Budget Salaries (1000), Benefits	Budget Salaries (1000), Benefits (3000)

Reference	As reflected in Goal 1, Action 1: Salaries (2100), Benefits (3000) Prof. Services (5800)	Reference	(3000) As reflected in Goal 1, Action 1: Salaries (2100), Benefits (3000) Prof. Services (5800)	Reference	As reflected in Goal 1, Action 1: Salaries (2100), Benefits (3000) Prof. Services (5800)
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Action **4**

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

Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☐ All schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income
Scope of Services	☒ LEA-wide	☐ Schoolwide	OR ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New	☐ New	☐ New
☒ Modified	☐ Modified	☐ Modified
☐ Unchanged	☒ Unchanged	☒ Unchanged
Supplemental	a, b, d -- Continue with emphasis on NGSS	a, b, d -- Continue with emphasis on Social Studies and VAPA
a. Appropriately assigned Certificated staff (ratio 24:1) and Classified staff providing instruction		

- and support to all students, including EL's with emphasis on RLA and Math
- b. Professional Development in the California Standards aligned curriculum and district wide instructional initiatives
 - c. Review and revise EL Placement and Redesignation Criteria
 - d. Create alternative learning arrangements for students with exceptional needs, low income, EL, or other unduplicated groups including:
 - Provide CCSS materials and supplies, curriculum adoption, and appropriate assessments: formative and summative.
 - Remediation
 - Acceleration
 - Grouping: to reduce class size, provide interventions, small group instruction, RtI and interactive web learning by decreasing student/teacher ratio.
 - Provide Peer Educators and Tutors (in class)

c – Implement and monitor EL Placement and Redesignation Criteria

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$17,415	\$17,151	\$16,994
Source	Source	Source
\$17,415 LCFF S/C	\$17,151 LCFF S/C	\$16,994 LCFF S/C
Budget Reference	Budget Reference	Budget Reference
Salaries (1000, 2000), benefits (3000), Materials (4000), Operations (5000)	Salaries (1000, 2000), benefits (3000), Materials (4000), Operations (5000)	Salaries (1000, 2000), benefits (3000), Materials (4000), Operations (5000)

☐ New

☒ Modified

☐ Unchanged

Goal 2

Students will attend school regularly and be engaged in a safe environment that fosters school connectedness

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

2a Basic Services

Site "Good" or better on the FIT tool and maintain water quality standards within the CCR

2a. Maintain site repairs and/or replacement to achieve "Good or better on the FIT. Maintain water system quality and testing program to maintain water quality standards defined in CCR.

2a. Continue

2a. Continue

2b Schoolwide - and all student groups will achieve and maintain a 94% or above attendance rate

Currently 95%

2b. Maintain 94% or above

2b. Maintain 94% or above

2b. Maintain 94% or above

2c. Student survey - Currently 90% of students feel they are safe at school, 80% say they feel that can resolve their own problems most of the time by themselves.

Currently 90% feel safe at school

2c. Maintain percentage at or above the baseline

2c. Maintain percentage at or above the baseline

2c. Maintain percentage at or above the baseline

2d. Pupil suspension and expulsion rates will be maintained	Currently 0%	2d. Maintain baseline	2d. Maintain baseline	2d. Maintain baseline
2e. 100% of students referred and who qualified for services by Vista Hill received services, Counselor also work with EL, LI, and FY parents and students on social/emotional needs and pathways to college and career readiness	Currently 100%	2e. Maintain baseline	2e. Maintain baseline	2e. Maintain baseline
2f. Provide courses in Restorative Practices for staff	2f. 1 staff member trained	2f. All staff trained	2f. Staff and parents trained	2f. Maintain 18 = 19

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:

<u>Students to be Served</u>	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
<u>Location(s)</u>	☒ All schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

<u>Students to be Served</u>	☐ English Learners	☐ Foster Youth	☐ Low Income
<u>Scope of Services</u>	☐ LEA-wide Group(s)	☐ Schoolwide	☐ Limited to Unduplicated Student
<u>Location(s)</u>	☐ All schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

	2017-18	2018-19	2019-20		
☐ New	☐ Modified	☒ Unchanged	☐ New	☐ Modified	☒ Unchanged
2a) Provide access to school based counseling services to increase socio-emotional wellness to traumatized students or students in crisis, if behavior because of crisis is a barrier to academic progress. Contract with Vista Hill	2a) Continue	2a) Continue	2a) Continue		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$4,250	\$4,300	\$4,350
Source	LCFF	LCFF	LCFF

Budget
Reference

Vista Hill Counseling (5800)

Budget
Reference

Vista Hill Counseling (5800)

Budget
Reference

Vista Hill Counseling (5800)

PLANNED ACTIONS / SERVICES

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

Action **2**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
Location(s)	☒ All schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide Group(s)	☐ Schoolwide	☐ Limited to Unduplicated Student
Location(s)	☐ All schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2b) Implement a school wide system that promotes increased student attendance and positive student behavior. - Internal and external communication to monitor attendance (phone calls, letters, and staff outreach) - Parent education and conferences - Student outreach - Increase campus culture and connectedness through enrichment activities - Restorative Practices training and implementation - Provide resources to maintain safe and healthy environments within the classrooms and grounds	2b) Continue	2b) Continue

BUDGETED EXPENDITURES

2017-18

Amount

\$125,539

Source

\$122,500 LCFF
\$2,000 EIA Resource 9010709
\$1,039 Resource 9010200

Budget
Reference

Repairs (5600)
Memberships (5300)
Materials (4300)
Salaries (2000), Benefits (3000)

2018-19

Amount

\$125,539

Source

\$23,500 LCFF
\$2,000 EIA Resource
9010709
\$1,039 Resource 9010200

Budget
Reference

Repairs (5600)
Memberships (5300)
Materials (4300)
Salaries (2000), Benefits
(3000)

2019-20

Amount

\$125,539

Source

\$23,500 LCFF
\$2,000 EIA Resource 9010709
\$1,039 Resource 9010200

Budget
Reference

Repairs (5600)
Memberships (5300)
Materials (4300)
Salaries (2000), Benefits (3000)

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 **3**

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

<u>Students to be Served</u>	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
<u>Location(s)</u>	☒ All schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

<u>Students to be Served</u>	☐ English Learners	☐ Foster Youth	☐ Low Income
<u>Scope of Services</u>	☐ LEA-wide Group(s)	☐ Schoolwide	☐ Limited to Unduplicated Student
<u>Location(s)</u>	☐ All schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

	2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2c) Provide programs and enrichment activities that promote tolerance Choose/coordinate at least 2 speakers or activities that will promote tolerance and understanding of global and individual perspectives.	2c) Continue	2c) Continue	2c) Continue

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$16,478	\$16,478	\$16,478
Source	\$15,478 REAP Resource 4126	\$15,478 REAP Resource	\$15,478 REAP Resource 4126

Budget Reference	\$1,000 LCFF	4126 \$1,000 LCFF	\$1,000 LCFF
Budget Reference	Salary (1000), Benefits (3000) Prof. Services (5800)	Budget Reference	Salary (1000), Benefits (3000) Prof. Services (5800)

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged
Goal 3 Students will have more access to enrichment opportunities both during the school and after school by increasing or maintaining School-Family-Community Partnerships and community involvement		
State and/or Local Priorities Addressed by this goal: STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____		
Identified Need		

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The district will utilize multiple methods of communication to promote participation in school activities; and maintain high-level of opportunities for parent input into decision making.	100% of school events will promote parent participation that include programs for all students - including unduplicated pupils and students with exceptional needs utilizing multiple methods of communication (phone calls, fliers, email, website, and LCAP and Site Advisory Council	Maintain	Maintain	Maintain

	meetings.				
Broad Course of study including in programs for unduplicated pupils and individuals with exceptional needs.	Continue to ensure 100% of students are enrolled in a broad course of study as measured by master schedule and daily/weekly schedule.	Maintain	Maintain	Maintain	Maintain
Middle school dropout rate	Continue to ensure middle school dropout rate stays at 0%	Maintain	Maintain	Maintain	Maintain
Chronic Absenteeism	Decrease chronic absenteeism rate based on state definition and 2017-2018 baseline data.	Establish baseline for chronic absenteeism based on state definition	Reduce rate of chronic absenteeism based on established state definition	Reduce rate of chronic absenteeism based on established state definition	Reduce rate of chronic absenteeism based on established state definition

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

PLANNED

3a) Provide students opportunities to participate in service learning to connect school to the broader community.

- Service Learning Opportunities:
- Holiday Winter Program Giving

3a) Continue

3a) Continue

BUDGETED EXPENDITURES

2017-18

Amount

Donations from SVEA

2018-19

Amount

Donations from SVEA

2019-20

Amount

Donations from SVEA

Source	NA	Source	NA	Source	NA
Budget Reference	NA	Budget Reference	NA	Budget Reference	NA

PLANNED ACTIONS / SERVICES

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

Action **2**

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

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

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

OR

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

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

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

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

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

3b) Develop digital literacy and increased access to technology to engage students in a broad course of academic study and to incorporate opportunities to explore college and career:

- Increased digital literacy and student technology access to provide acceleration and enrichment opportunities as well as opportunities to explore career pathways.

- Providing connections with local high school and industry sector to increase student understanding of secondary and post-secondary options, including:

- Guest speakers
- Increase or maintain existing community partnerships

2018-19

☐ New ☐ Modified ☒ Unchanged

3b) Continue

2019-20

☐ New ☐ Modified ☒ Unchanged

3b) Continue

- Collaboration with SVEA
- Student study experiences outside of school to provide enrichment and acceleration opportunities.
- Arts integration learning experiences including visual and performing arts productions (Shakespeare production) and outreach
- Build intentional partnerships with local high school and community to focus on career exploration and development.

BUDGETED EXPENDITURES

2017-18

Amount

\$84,509

Source

\$14,435 LCFF

\$69,674 EIA Resource 9010709

\$400 Lottery Resource 1100

Budget Reference

Memberships (5300)

Transfer to JUHSD (7281)

Prof. Services (5800)

Salary (1000), Benefits (3000)

Materials (4000), Equipment (6400)

2018-19

Amount

\$84,509

Source

\$14,435 LCFF

\$69,674 EIA Resource
9010709

\$400 Lottery Resource 1100

Budget Reference

Memberships (5300)

Transfer to JUHSD (7281)

Prof. Services (5800)

Salary (1000), Benefits
(3000)

Materials (4000), Equipment
(6400)

2019-20

Amount

\$84,509

Source

\$14,435 LCFF

\$69,674 EIA Resource 9010709

\$400 Lottery Resource 1100

Budget Reference

Memberships (5300)

Transfer to JUHSD (7281)

Prof. Services (5800)

Salary (1000), Benefits (3000)

Materials (4000), Equipment (6400)

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 **3**

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

<u>Students to be Served</u>	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]
<u>Location(s)</u>	☒ All schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

<u>Students to be Served</u>	☐ English Learners	☐ Foster Youth	☐ Low Income
<u>Scope of Services</u>	☐ LEA-wide Group(s)	☐ Schoolwide	☐ Limited to Unduplicated Student
<u>Location(s)</u>	☐ All schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

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

3c) Parent-School Communication	3c) Continue	3c) Continue
Communicate results of parent needs survey to Spencer Valley Educational Association (SVEA) in order to facilitate partnerships with entities supporting Spencer Valley students' after school enrichment.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$5,560	\$5,560	\$5,560

Source	\$2,060 REAP Resource 4126 \$3,500 LCFF	Source	\$2,060 REAP Resource 4126 \$3,500 LCFF
Budget Reference	Salary (1000), Benefits (3000) Memberships (5300)	Budget Reference	Salary (1000), Benefits (3000) Memberships (5300)

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

Estimated Supplemental and Concentration Grant Funds:	\$ 17,415	Percentage to Increase or Improve Services:	1.10 %
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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 children of this one-school district will generate \$17,415 in Supplemental Concentration Grant dollars beginning in 2017-2018. These funds are calculated based on the number of English Learners, students identified as low income and foster youth, and students with disabilities. Specifically, these funds will be combined with Economic Impact Aid (EIA) carry-over to support for low-income students and students with disabilities students in Pre-Kindergarten, Transitional Kindergarten, All Day Kindergarten, and First and Second Grade students receive extra reading and math intervention support provided by a support teacher in the primary classroom during core instructional time with the classroom teacher to help students meet grade-level expectations within three years. Lower grade (1-3) students receive extra attention during built in flex group time, and are double dosed during the day. Plan-Do-Review (developmental learning time) is designed for ESK, Transitional K, and K, and some 1st grade students needing remediation or different instructional methods to increase reading, writing, math, communication, technology, and organizational skills for struggling students.

In the upper grade (3rd-8th) room, two teachers provide instruction for a six grade level span in six core subjects daily. EIA carryover funding and LCFF funds are currently used to support low-income students and students with disabilities and reduce class-size by enabling the school to hire additional credentialed staff and implement a peer tutor program. This allows for grade level instruction and individualized support throughout the day, before and after school by the student's own credentialed classroom teacher, and a full time hourly support teacher, admin/teacher and technology person.

After school 1-to-1 tutoring by certificated teachers is available for qualifying upper grade students who have tested basic and below basic district measures and on CCSS performance tasks. Students receive extra individual support during the day and three days during the week in the after school one-on-one tutoring. Homework Club is held three days a week and is for available for students needing extra homework support.

Staff meets with a counselor each week and monitors counselor academic or behavior goals at least once per week to support student progress toward improved classroom and playground behavior.

Schoolwide implementation of these learning practices will not only have an impact on the learning environment and positive climate of our school, but have a **disproportionately positive impact on the targeted subgroups**. In order to leverage student deficit areas and to ensure the **most effective use of funds**, the staff studied their current practices and results and also **examined research** from the Upjohn Institute that examined a number of **school practices and strategies** for struggling students in English Language Arts. The research corroborated the staff's findings: the effectiveness of doubling instruction efforts for below grade level readers produced the intended results (see % in body of section 2). In mathematics, the staff implemented 8 recommendations based on research from the International Center for Education Evaluation and Regional Assistance - (le What Works Clearinghouse) guide, **Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools** to support students struggling in mathematics.

Spencer Valley School District will provide increased or improved services for Low Income pupils, Foster Youth, and English Learners through the LCAP. The increased services are at least equal to the 1.1% (minimum proportionality percentage) of the total LCFF budget. This proportionality percentage is met by analyzing the difference between the LCFF base funding and the total LCFF budget which includes supplemental and concentration allocations. Qualitative analysis of the increase and improvement of services will be reviewed every year using as evidence improved student outcomes on achievement assessments, and parent, student, and staff surveys. Unduplicated student groups received additional monitoring and embedded support services for example: an increase in home support to facilitate practice of foundational skills and an additional opportunity to participate in a summer intervention program - **all above and beyond the LCAP allocation**.