

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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

Spencer Valley Elementary

Contact Name and Title

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Superintendent

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2017-20 Plan Summary

The Story

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 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 44 and a staff of 2 full-time teachers, a teacher/administrator, 2 classroom support teachers, one part-time classroom resource teacher and one part time classroom support aide, technology aide support, and parent volunteers, and peer tutors; 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.

Our Mission:

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, with 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 a devotion to the preservation and protection of the elements of childhood. The staff and parents consciously reserve time and maintain space for students to: sing robustly at the top of their lungs, run like the wind during unstructured play, tell their story, memorize lines, memorize lines, memorize lines (Shakespeare would be proud), frame a photo, read their own poems aloud, nibble carrots from the garden (even when they are not supposed to), paint their skin with mulberry juice from a tree that's always been there, draw a hopscotch on the playground with chalk, check out the fish in the pond, jays fledging in the courtyard in spring, and observe 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.

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

Reduced class sizes to increase access to the core standards

One to one support

Homework hour

Peer Tutoring

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.

Greatest Progress

Spencer Valley School is proud of the growth they have shown in the areas of student academic achievement and in the continued reduction of student tardy rate and maintenance of a lower rate 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. The staff has received training on Restorative Practices and staff and students attended Rachel's Challenge assemblies, (Goal 2 Action 2b), the precepts or 5 challenges outlined for the students will be carried through in 2018-2019. Time for foundational skill building as a stand alone component of instruction and integration and layering of the developing skills with and rigorous academic standards will continue.

Parents were more involved and an increased number of parents participated in governance meetings with topics on various issues. The committees gathered parent understanding about what was relevant, what was concerning, or what improvements they would like to see within the district programs. Their responses served as a catalyst for a higher quality of decision making. Parents have weighed in on facilities upgrades, safety issues, school-wide behavior support, and curriculum reviews this school year.

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

Spencer Valley's LCAP Dashboard results show that the district's student scores increased significantly in both Reading Language Arts and Math (83% at level for both RLA and Math on SBAC). There are no performance gaps reflected on the Dashboard. However, when examining local measures and factoring in results from the 3rd grade cohort (not tested in the Spring or reflected in the Dashboard) and newly enrolled students, including English Learners for school year 17-18, some performance gaps did emerge in both Reading Language Arts and Math (53% in RLA and 60% in Math), (Goal 1 Action 1d).

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 Fall of '17 Dashboard reflects the district's programs are successful, and at that time there were no performance gaps reflected in student academic achievement data.

After examining CAASPP results and other local measures (classroom observations and assessments and MAPS), the staff began adjusting for needs of newly enrolled students and factoring in levels of 3rd grade (not reflected in the Dashboard), 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: Staff and parents chose to support an increase comprehension by focusing on vocabulary acquisition and use from the Language Standards. Students will: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing flexibly from a range of strategies. Teachers will: Identify and choose and instruct students in an array of strategies from many sources that will promote student understanding of

vocabulary acquisition strategies; and increase student ability to flexibly use a range of strategies within grade level reading and content. By observation, Teachers will collect information to track a student's ability to use a range of vocabulary strategies flexibly while reading.

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.

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

GOAL 1 Actions 1, 2, and 3

Providing access to on-line remedial programs for English Learners to facilitate learning 24/7.

Provide an opportunity for extended skill reinforcement during a four week summer program for EL students and students not meeting standards.

Strategic foundational skill reinforcement with resource staff using the FLEX program and designated ELD 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	\$3,040,238
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,206,255

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 - \$1,697,195

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$1,711,907

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

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 Priorities: 1, 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metrics/Indicators:

Basic Program

1A. Appropriately credentialed and assigned Certificated staff and Classified staff providing instruction and support to all students

Baseline:

100% fully credentialed and appropriately assigned teachers,
100% access for students to standards aligned instructional materials

2017-2018

1A. Maintain baseline

Spencer Valley school has 100% fully credentialed and appropriately assigned teachers.

Spencer Valley has 100% access for students to standards aligned instructional materials.

Social Studies state adopted materials are being evaluated Spring-Summer of 2018 for pilot or adoption in 2018-2019.

Metrics/Indicators:

1B. Implementation of state standards in all content areas including in programs to support English Learner students as measured by a classroom observation tool

Baseline:

100% of Classrooms will implement state standards as measured by a classroom observation tool

2017-2018

1B. Maintain Balance

100% of classrooms are implementing state standards in all content areas including in programs to support English Learner students as measured by a classroom observation tool. Classrooms are at mixed levels of implementation for the various core subjects. English Language Arts is at full implementation, but emphasis on strengthening student writing will remain a focus. Mathematics is at full implementation and sustainability. Designated and Integrated ELD is in initial implementation, with more training and in class coaching planned in 18-19. Next Generation Science standards are at initial implementation. History and Social Studies is in exploration and research phase.

Expected

Metrics/Indicators:

1C. ELA - Scores on SBAC will be maintained

Scores

MATH – Scores on SBAC

Percentage of students scoring in the Healthy Fit Zone as measured by the California Physical Fitness Tests

Baseline:

1C – ELA Baseline

1C – Math Baseline

83% of students tested in Spring 2017 were proficient or above, however in Fall of 2017 53% of all students at achieving standards or better in ELA and 60% of all students at achieving standards or better in MATH when local measures for newly enrolled students and third grade achievement was added to the spring data set.

Data for the HEALTHY FIT ZONE is not publicly reported due to student group size of less than 10 due to privacy issues.

2017-2018

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

Actual

NWEA scores from 17-18 were used because they gave a more accurate picture of student achievement for the students who were newly enrolled to the program and for the third grade achievement levels, who did not take the SBAC the previous year. Fall of 2017. The information shows that 73% of students in the 3rd through 8th grade are on track to meet or exceed standards for RLA. 60% of students are at or above grade level in the 3rd through 8th grade level in Mathematics according to Winter NWEA score results.

Expected

Metrics/Indicators:

English Learner language proficiency and progress toward

Baseline:

Currently, 66% of English Learner students were re-designated to fluent English proficient.

100% of enrolled English Learner students are maintaining progress toward English proficiency as measured by CELDT.

2017-2018:

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.

Actual

The baseline of 66% re-designation rate was not met. However, 60% of enrolled students made the equivalent of one year's growth as measured by the baseline taken 2016-2017 and in 2017-2018 district administered CELDT. Other classroom and district measures were used to corroborate student levels.

80% of the students were newly enrolled and entered at a Beginning or Intermediate level.

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

1a.

1a. - Base Program

\$1,160,839

\$973,440

Planned Actions/Services

Base Program

- 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, Rtl and interactive

Actual Actions/Services

- a. 100% of teachers identified are appropriately credentialed and assigned as measured by Credential Monitoring.
- b. Professional Development took place in the areas of: Reading Language Arts, English Language Development, Social Science Adoption, and Behavior Management as part of the redesign of the district's Multi-Tiered System of Support and Student Study Team Work. District in-house workshops and planning days focused on choosing assessments and creating an assessment calendar; instructional focus on vocabulary acquisition and use with emphasis on observing students applying the strategies during independent work after instruction had taken place; and Restorative Practices.
- c. Review of EL Placement and Re-designation Criteria are still being developed. More work needs to be done to align the 4

Budgeted Expenditures

\$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

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

Estimated Actual Expenditures

\$695,670 LCFF
 \$17,415 LCFF S/C
 \$197,640 EIA Resource 9010709
 \$39,283 CAVA Resource 9010200
 \$20,580 SPED Resource 6500
 \$1,252 Title II Resource 4035
 \$1,600, Lottery Resource 6300

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

Planned Actions/Services

web learning by decreasing student/teacher ratio.
Provide Peer Educators and Tutors (in class)

Actual Actions/Services

Principles of the California English Learner Roadmap with the LCAP and evaluating current practices. Focus will continue to be with Principle 2 with particular attention given to 2a, 2b and 2f.

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

- 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 continued in the lower grades in school year 2017-2018.
- Staff created the locally developed individual tracking tools for students. District and school approved local measures were established via staff development of an assessment

Budgeted Expenditures**Estimated Actual Expenditures**

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

calendar that was used in 2017 – 2018. Staff will be fine tuning which assessments were most valuable for 18-19 school year, and updating the assessment calendar after this reflection. 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. A two day all staff Building Positive Behavior Supports was attended to support the school in creating a frame-work and a school-wide approach to support students in the classrooms and common areas.

- Academic acceleration was not used the school this year, but

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

some courses continue to be available for advanced level math not offered within our grade level span. This is provided through an agreement with another district, on-line and proctored at the district to meet specific student needs.

- The district uses groupings of students to: reduce class size, present specific interventions during small group instruction, opportunities interactive web learning by decreasing student/teacher ratio. The Multi-tiered System of Support (MTSS) provides embedded strategies developed through Student Study Team meetings, LCAP PAC, and staff discussions. The 2018-2019 Student Study team process was thwarted. A new approach to the process, combined with staff un-availability contributed to the lack of communication regarding the direction and follow through necessary to implement

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

recommendations made by members of the team and specialists. .
 • The district successfully provided Peer Educators in each classroom each semester for 2 days per week or more.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1b. 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, Rtl and interactive web learning by decreasing student/teacher ratio.
 Provide Peer Educators and Tutors (in class)

1b. Supplemental Program
 Alternative learning arrangements for students with exceptional needs, low income, EL, or other unduplicated groups were created. These include:
 • 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.

\$17,415 LCFF S/C
 Salaries (1000, 2000), benefits (3000), Materials (4000), Operations (5000)
 \$25,000 (as reflected in Action 1)

\$17,415 LCFF S/C
 Salaries (1000, 2000), Benefits (3000), Prof. Services (5800)
 \$25,000 (as reflected in Action 1)

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

• Staff created the locally developed individual tracking tools for students. District and school approved local measures were established via staff development work with a consultant to develop an assessment calendar that was used in 2017 – 2018. Staff will be fine tuning which assessments were most valuable for 18-19 school year. 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 or specialized academic instructor, 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. A two day all staff behavior training was attended to allow for a school-wide approach to student

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

behavior support in the classrooms.

- Academic acceleration was not used the school this year, but some courses continue to be available for advanced level math not offered within our grade level span. This is provided through an agreement with another district, on-line and proctored at the district to meet specific student 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) including embedded strategies developed through Student Study and staff discussions, and allow opportunities interactive web learning by decreasing student/teacher ratio.(see above for SST 1a)
- The district successfully provided Peer Educators in each classroom each semester for 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

days per week or more. Some of these students are specifically assigned to students exceptional needs, low income, EL, or other unduplicated groups were created.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

- Incorporate professional learning focused on implementation of Designated and Integrated English Language Development practices, 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.

Staff development was took place from June through May on these topics: Balanced Literacy, History Social Science Framework, CCSS History Social Science roll-out, Restorative Circles, Integrated and Designated ELD, BEST Behavior, Guided Reading, Child Abuse Prevention, First Aid, CAASPP Interim Testing Analysis (school), and Executive Leadership Seminars. Computers were purchased to maintain a 1:1 ratio in the 3rd through 8th grade and there were purchases to increase the number of Plan Do Review type activities for the TK/K classroom.

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

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

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

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

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

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

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

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

Actual Actions/Services

Increased services in the areas of student support and interventions were provided. A personalized education is structured for each student within the small class setting 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.
- One to one after school support was delivered to students who qualified by certificated teacher
- Additional teacher support is given to students when students are learning online through Compass Learning Odyssey during the school day, before and after school, and during the summer.
- Homework Hour support was

Budgeted Expenditures

\$31,181
As reflected in Goal 1, Action 1:
\$39,469

\$31,181, EIA Resource 9010709
As reflected in Goal 1, Action 1:
\$969, LCFF
\$38,500, EIA Resource 9010709

Salaries (1000), Benefits (3000)
As reflected in Goal 1, Action 1:
Salaries (2100), Benefits (3000)
Prof. Services (5800)

Estimated Actual Expenditures

\$31,181
As reflected in Goal 1, Action 1:
\$39,469

\$31,181, EIA Resource 9010709
As reflected in Goal 1, Action 1:
\$969, LCFF
\$38,500, EIA Resource 9010709

Salaries (1000), Benefits (3000)
As reflected in Goal 1, Action 1:
Salaries (2100), Benefits (3000)
Prof. Services (5800)

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

provided three days per week

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Supplemental
 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 EL Re-designation Criteria for English Learners
 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:

Supplemental
 a. 100% of Certificated staff (ratio 24:1) and Classified staff is appropriately assigned and provided instruction and support to all students, including EL's with emphasis on RLA and Math.
 b. Professional Development in the California Standards aligned curriculum took place in Reading Language Arts, English Language Development, Social Science, ELPAC administration, and district wide initiatives to strengthen the Multi-Tiered System of Support (MTSS), both instructionally (vocabulary acquisition) and behaviorally (Behavior management).
 c. EL Placement and EL Re-designation Criteria for English

\$17,415
 \$17,415 LCFF S/C
 Salaries (1000, 2000), benefits (3000), Materials (4000), Operations (5000)

\$17,415
 \$17,415 LCFF S/C
 Salaries (1000, 2000), benefits (3000), Prof Services (5800)

Planned Actions/Services

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

Actual Actions/Services

Learners is still in beginning stages and will continue to be a focus for next year. The district relied on local measures and CELDT scores this year to determine student progress and awaits ELPAC results to inform instruction and the placement and re-designation criteria. The district will focus on developing expertise and rigor for students using Principle 2 of the California English Learner Roadmap next year to guide instructional decisions.
 d Alternative learning arrangements for students with exceptional needs, low income, EL, or other unduplicated groups were created and included:
 California Standards based materials and supplies,
 curriculum adoption, and appropriate assessments:
 formative and summative.
 Remediation
 Acceleration
 Grouping: Reduced class size,

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

classroom interventions, small group instruction, using a MTSS including Student Study Team approach, and focused interactive web learning to increase specific skill development and decrease student/teacher. Provide Peer Educators and Tutors (in class)

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

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

The ability to create alternative learning arrangements and use targeted interventions during class time and out side of class was implemented successfully. A key component of target student support that was not carried out well was the implementation of a new SST process (outlined in 1a). The process will be integrated Positive Behavior Supports In School implementation calendar, to encourage more frequent meetings, and focus on creating stronger links between team suggestions, strategies/implementation, data collection and reflection.

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

The ability to create alternative learning arrangements and use targeted interventions in and out of class contributes to the overall student success as indicated by the increase from the fall percentage (60%) of students 3-8 who were at or above grade level compared to the 73% currently who are at or above grade level targets as predicted through NWEA MAPS. This year's focus was to identify instructional techniques to support a student's ability to consistently and independently determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content; choosing flexibly from a range of instructional strategies they have been taught. Math baseline for fall showed 60% are at or above grade level in math, 77% have made "significant progress" , but are not at grade level standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Base program budget included \$250,000 for legal expenses. Actual Expenditures were only \$20,000.
There was no textbook adoption in 17-18, so textbook expenses were \$7,000 versus \$47,000.

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.

Although the dashboard did not reflect areas of need, the staff concentrated on improving instruction (Differentiated and Integrated ELD) for our EL students and focused on instructional strategies that would allow students to consistently and independently determine or clarify the meaning of unknown or multi-meaning words and phrases based on grade level reading content; choosing flexibly from a range of instructional strategies they have been taught, increasing vocabulary and comprehension. Teachers created a TK-8 list of vocabulary acquisition strategies they would teach and observed students while they reading to track progress. In math, more emphasis will be placed on using the Everyday Math games and using other remediation techniques to increase automaticity with facts. This will take place during the already included alternative learning arrangements and within peer tutoring time.

Goal 2

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 Priorities: 1, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metrics/Indicators:

2a Basic Services

Baseline:

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.

2017-2018:

Site "Good" or better on the FIT tool and maintain water quality and testing program to maintain water quality standards defined in CCR.

Target was met for the 2017-2018 school year as "Good" or better was the level reported on the FIT. Water Systems Management was retained to complete testing and reports.

Metrics/Indicators:

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

Baseline:

Currently 95%

2017-2018:

2b. Maintain 94% or above

Year to date attendance rate (as of April 2018) is at 95%. 7% of the students are still tardy on any given day of the year and this area was identified in our meetings as still needing improvement.

Expected

Metrics/Indicators:

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.

Baseline:

Currently 90% feel safe at school

2017-2018:

2c. Maintain percentage at or above the baseline of 90%

Metrics/Indicators:

2d. Pupil suspension and expulsion rates will be maintained

Baseline:

Currently 0%

2017-2018:

2d. Maintain baseline

Actual

Student survey this year contained 4 questions and the ability for students to add comments. The survey developed through discussions during LCAP PAC meetings. Parents were not in favor of using the Calif. Healthy Kids Survey. The survey was developed through discussion between district personnel and pupil services advisors from SDCOE. In 2017-2018 school year 90% of upper grade students reported they felt safe at school, and 84% reported that they could solve a problem they were having all or most of the time. Students attended Rachel's Challenge Assemblies and will continue to use the precepts of the 5 Challenges next year. Staff was also trained in Best Behavior Practices In Schools to Complement the Restorative Practices training and Rachel's Challenge approaches.

The target was met as the current baseline for suspension and expulsions remained at 0%.

Expected

Metrics/Indicators:

2e. 100% of students referred and who qualified for services by Vista Hill received services, Counselor also works with EL, LI, and FY parents and students on social/emotional needs and pathways to college and career readiness

Baseline:

Currently 100%

2017-2018:

2e. Maintain baseline

Actual

100% of students referred and who qualified for services by Vista Hill received services

Metrics/indicators:

2f. Provide courses in Restorative Practices for staff

Baseline:

2f. 1 staff member trained

2017-2018:

2f. All staff trained

100% of certificated and classified staff who work with students were trained in Restorative Practices. Implementation of the processes will continue to be reinforced next year. The process is not implemented at a sustainable level.

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

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

Actual Actions/Services

Mental health provider offered counseling services to 100% of students who had behavior or crisis causing interruption to academic progress.

Budgeted Expenditures

\$4,250
LCFF
Vista Hill Counseling (5800)

Estimated Actual Expenditures

\$4248 LCFF Vista Hill Counseling (Object 5800)

Action 2

Planned Actions/Services

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

Actual Actions/Services

Survey results were mixed. Methods of communication being used to deliver messages was reported as being good overall, but poor when it came to lead time for certain events that took place during the year. Increased notice time for some events was suggested and the school will add a general calendar with events listed by month (but not with actual dates), and to update the school

Budgeted Expenditures

\$125,539

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

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

Estimated Actual Expenditures

\$151,989

\$150,900 LCFF
\$50 EIA Resource 9010709
\$1,039 Resource 9010200

Building Improvements (6200),
Memberships (5300), Materials (4300), Salaries (2000), Benefits (3000)

Planned Actions/Services

connectedness through enrichment activities

- Restorative Practices training and implementation
- Provide resources to maintain safe and healthy environments within the classrooms and grounds

Actual Actions/Services

calendar on the website more frequently throughout the year. Restorative Practices training was completed in the Fall of 2017, however it is not implemented consistently yet. The Proposition 39 plans and scope of work were created and the upgrade to the facilities is to be completed in summer of 2018. In addition, planned expansion to alleviate overcrowded conditions for support services were planned (in concept) and approved by LCAP PAC and Board of Education this year to be carried out in the following year.

Budgeted Expenditures

Estimated Actual Expenditures

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

The entire school attended the Rachel's Challenge assembly at another local elementary school. Other events and activities that promoted tolerance and understanding of global and individual perspectives were:

\$16,478

\$15,478 REAP Resource 4126
\$1,000 LCFF

Salary (1000), Benefits (3000)
Prof. Services (5800)

\$13,152

\$13,152 REAP Resource 7126

Salary (1000), Benefits (3000)

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

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

Students did attend school more regularly and the baseline was maintained. Incentive and activities were carried out according to the plan. Students and families were provided with opportunities to participate in a before school activity (Running Club) that motivated them to arrive on time and connect with other students and families. Parents wanted solutions for SDGE electrical shut-off "wind alert" days and the school had to overcome some water system issues. However, this goal's overall implementation was achieved.

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

Rate of student attendance remained steady, at 95%, but student tardy rate of 7% still needs improvement. Individual conferencing with students and parents mid year was necessary. Parents felt that communication could be improved in certain areas as is outlined elsewhere in the plan, but the survey indicated that they did appreciate the all call system.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences identified

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.

Upgrades to the school buildings and construction of space to alleviate overcrowding and accommodate activities also effects this goal (Action #2), but is referenced in goal 1.

Goal 3

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 Priorities: 3, 5, 7

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metrics/Indicators:

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.

Baseline:

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 meetings.

2017-2018:

Maintain

A Social Studies Committee was solicited to give input for the new adoption. Students had opportunity to participate in over 40 activities to enrich their experiences this year. 100% of parents participated in the survey and 90% of students in 3-8 responded. 100% of families participated in at least one extracurricular event this year. Parents endorsed the expansion of the homework center and preschool, and gave solutions to consider to solve the power outage problem in out area. They voted to support the water system upgrade.

Metrics/Indicators:

Broad Course of study including in programs for unduplicated pupils and individuals with exceptional needs.

Baseline:

Continue to ensure 100% of students are enrolled in a broad course of study as measured by master schedule and daily/weekly schedule.

2017-2018:

Maintain

100% of students were enrolled in a broad course of study measured by attendance and adherence to the master schedule and the daily and weekly classroom schedules.

Expected

Metrics/Indicators:
Middle school dropout rate

Baseline:
Continue to ensure middle school dropout rate stays at 0%

2017-2018:
Maintain

Actual

Maintained 0%

Metrics/Indicators:
Chronic Absenteeism

Baseline:
Decrease chronic absenteeism rate based on state definition and 2017-18 baseline data.

2017-2018:
Establish baseline for chronic absenteeism based on state definition

Rate is declining. State definition for Chronic absenteeism is 10% of the students absent 10% or more of the year based on days student was enrolled. Individual students who have exhibited attendance numbers that indicate chronic absenteeism are supported with information and coaching by the administrator, invited to participate in SARB meetings or have a transfer revoked, if necessary.

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

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

- Service Learning Opportunities:
- Holiday Winter Program Giving

Students and parents participated in the SEASON of GIVING. They collected socks and sundries and made blankets to be delivered to a homeless shelter in San Diego.

Donations from SVEA

Donations from SVEA

Action 2

Planned Actions/Services

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:

Actual Actions/Services

Students in 3-8 each have a computer and routinely prepare reports to present to peers and parents. they also have access to online curriculum through the EVERYDAY MATH and WONDERS programs and access COMPASS LEARNING AND the DIGITAL CONTENT PORTAL, TYPE TO LEARN and the INTERIM and PRACTICE CAASP testing site.

Guest Speakers for 2017-2018: Ranger Amanda, Sharks, Fire truck, Police, Shakespeare, Julian HS, Julian Elementary, Camp Stevens Julian Library, Doug and Car Space Museum,

Budgeted Expenditures

\$84,509

\$14,435 LCFF
 \$69,674 EIA Resource 9010709
 \$400 Lottery Resource 1100

Memberships (5300)
 Transfer to JUHSD (7281)
 Prof. Services (5800)
 Salary (1000), Benefits (3000)
 Materials (4000), Equipment (6400)

Estimated Actual Expenditures

\$88,090

\$11,366 LCFF
 \$66,909 EIA Resource 9010709
 \$1,183 Lottery Resource 1100
 \$8,632 CAVA Resource 9010200

Memberships (5300), Transfer to JUHSD (7281), Prof. Services (5800), Salary (1000), Benefits (3000)
 Materials (4000), Equipment (6400)

Planned Actions/Services

- 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 Actions/Services

Tom Hensley - ulian Orchards, Ramona School District
 Western Days, Masonic Lodge school event, Borrego Springs Visitor Center, Detective Miller (internet safety)

Budgeted Expenditures

Estimated Actual Expenditures

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Parents wished for continued enrichment opportunities. This year Spencer Valley Educational Association provided buses and field trip expenses. The district also arranged through an agreement additional transportation support for students to go to the

\$5,560

\$2,060 REAP Resource 4126
\$3,500 LCFF

Salary (1000), Benefits (3000)
Memberships (5300)

\$5,670

\$2,060 REAP Resource 4126
\$3,610 LCFF

Salary (1000), Benefits (3000)
Memberships (5300)

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

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

Over all the implementation of the goal was met. Students had access to technology to ramp up digital literacy skills and enrichment opportunities were available, both during school and after school. Parents gave input towards meaningful decision making, (water system, expanding the school, and the school calendar) and provided valuable feedback for Social studies, homework help, and calendar items.

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

An unexpected but happy outcome of creating the meetings for discussion and decision-making is that the group of attendees is more committed and cohesive. Students will be able to participate in the SEA program next year at Spencer Valley and the High School as soon as a staff person is located.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences identified.

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 are being made to the goal, however new equipment will be purchased and will support this goal. The High School partnership to promote Science, Economics and Art (SEA) program has reached the point where students will be able to participate

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?

District Board meetings (7 – August through June) Includes Dashboard updates and school reports on all state priorities
District LCAP Parent Advisory Council Group/includes LCAP Budget (5 – October through May)
School Site Council Meetings (5 – October through May)
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 (3 - October, January and May)
San Diego Early Adopter Professional Learning Network Meetings (3 – 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
All parents, including parents of students with disabilities and 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 13, 2018
Board Adoption: June 14, 2018
Total Meetings: 38

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 and impacted the LCAP for the upcoming year: 1) Create an improved timeline (provide more advanced notice about school events), 2) School safety - specifically review protocols for student safety drills and make them age appropriate, 3) Homework hour - parents would like time set aside during already existing homework hour for them to ask questions about homework at least once per month, but staff members would like to provide a Math Night. Lastly, parents, staff, and community were enthusiastic about the expansion to creating quiet spaces to support upper grade and the classroom space for preschool ages.

Previously, parents liked the idea of having Restorative Practices implemented at school, and had expressed an interest in family training after staff training is completed. The school staff took training for Building Positive Behavior Support in Schools in May of 2018. This topic and book were reviewed at the LCAP PAC meeting. Conversations during round table portion of the meetings this year led parents to incorporate also support the integration of the Positive Behavior Support in Schools (GOAL 2 Action 2) in the classroom. Parents liked the idea of adding Music to the school program and wanted to continue to be Incorporated into GOAL 3 Action 2. They also took ownership of the facilities and provided ideas to improve the water system, and supported infrastructure upgrades and expansion of homework and preschool spaces.

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, parents were clued in on the metrics and the dashboards and how they relate. Teachers spoke about how they use information to inform teaching by reporting out on their specific goals during the meetings. They talked about vocabulary strategies, and math critical thinking as well as homework help this year. The information gathered from the meetings also guided decisions for professional development, parents will be included in the Building Positive Behavior Supports In School training next year. This forum also 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.

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

Modified

Goal 1

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 Priorities: 1, 2, 4, 8

Local Priorities:

Identified Need:

The District experienced an increase of students who speak languages other than English in 2017-2018. Teachers had previously received training to become familiar with the new English Language Development standards and the components within the new Reading Language Arts curriculum were purchased. Teachers will receive coaching in 2018-2019 to continue the development and implementation of Differentiated and Integrated ELD programs and carry them forward with fidelity and sustainability. The criteria and processes to be used for redesignation of students will also be updated.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Basic Program
1A. Appropriately credentialed and assigned Certificated 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 English Learner students as measured by district indicators NWEA or other identified test, classroom observation tools, and ELPAC results

100% of Classrooms will implement state standards as measured by a classroom observation tool

1B. Maintain baseline

1B. Maintain baseline

1B. Maintain baseline

Metrics/Indicators

1C. ELA - Scores on SBAC will be maintained Scores
 MATH – Scores on SBAC
 Percentage of students scoring in the Healthy Fit Zone as measured by the California Physical Fitness Tests

Baseline

1C – ELA Baseline
 1C – Math Baseline
 Baseline:
 1C – ELA Baseline
 1C – Math Baseline
 83% of students tested in Spring 2017 were proficient or above, however in Fall of 2017, 53% of all students at achieving standards or better in ELA and 60% of all students at achieving standards or better in MATH when local measures for newly enrolled students and third grade achievement was added to the spring data set.
 Data for the HEALTHY FIT ZONE is not publicly reported due to student group size of less than 10 due to privacy issues.

2017-18

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

2018-19

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

2019-20

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 progress based on MAP and local assessment of progress.	Maintain progress based on MAP, local assessments and ELPAC performance.

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

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Base Program
 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,

2018-19 Actions/Services

Unchanged from 2017-2018

2019-20 Actions/Services

Unchanged from 2017-2018

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,160,839	\$985,921	\$995,921
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	\$688,120 LCFF \$226,235 EIA Resource 0000709 \$45,604 CAVA Resource 9010200 \$18,240 SPED Resource 6500 \$1,242 Title II Resource 4035 \$1,697 Lottery Resource 6300 \$4,783 Lottery Resource 1100	\$698,120 LCFF \$226,235 EIA Resource 0000709 \$45,604 CAVA Resource 9010200 \$18,240 SPED Resource 6500 \$1,242 Title II Resource 4035 \$1,697 Lottery Resource 6300 \$4,783 Lottery Resource 1100

Year	2017-18	2018-19	2019-20
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)

Action #2

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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, MTSS and

interactive web learning by decreasing student/teacher ratio.

Provide Peer Educators and Tutors (in class)

Continue to Implement

In class coaching to develop robust Integrated and Designated ELD programs

Continue to Implement

In class coaching to develop robust Integrated and Designated ELD programs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,726	\$25,532	\$25,532
Source	\$24,726 LCFF S/C \$25,000 EIA as reflected in Action 1	\$25,532 LCFF S/C \$25,000 EIA as reflected in Action 1	\$25,532 LCFF S/C \$25,000 EIA as reflected in Action 1
Budget Reference	Salaries (1000, 2000), benefits (3000) Prof Services (5800)	Salaries (1000, 2000), benefits (3000), Prof Services (5800)	Salaries (1000, 2000), benefits (3000), Prof Services (5800)

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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,

2018-19 Actions/Services

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,

2019-20 Actions/Services

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.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000 As reflected in Goal 1, Action 1: \$7,303	\$1,000 As reflected in Goal 1, Action 1: \$7,303	\$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	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	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

Year	2017-18	2018-19	2019-20
Budget Reference	Materials (4000) As reflected in Goal 1, Action 1: Prof Development (4200, 5300) Salaries (1000), Benefits (3000)	Materials (4000) As reflected in Goal 1, Action 1: Prof Development (4200, 5300) Salaries (1000), Benefits (3000)	Materials (4000) As reflected in Goal 1, Action 1: Prof Development (4200, 5300) Salaries (1000), Benefits (3000)

Action #4

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

Students to be Served

All Students, Specific Student Groups, English Learners, Unduplicated Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

Unchanged

2017-18 Actions/Services

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

Unchanged

2018-19 Actions/Services

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

Modified

2019-20 Actions/Services

1c) • Provide in class coaching for staff to support implementation of Integrated and Differentiated instruction

- Establish a Positive Behavior Support Committee (PBIS), consisting of staff and parent members. This committee will meet monthly to examine effectiveness of measures put in place to 1) positively support students and 2) ensure curriculum and instruction match student ability and overall student work samples reflect student achievement at a rate of 75% + correct responses

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	\$31,181 As reflected in Goal 1, Action 1: \$39,469	\$31,181 As reflected in Goal 1, Action 1: \$39,469	\$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	\$31,181, EIA Resource 9010709 As reflected in Goal 1, Action 1: \$969, LCFF \$38,500, EIA Resource 9010709	\$34,377, EIA Resource 9010709 As reflected in Goal 1, Action 1: \$1,068, LCFF \$38,500, EIA Resource 9010709
Budget Reference	Salaries (1000), Benefits (3000) As reflected in Goal 1, Action 1: Salaries (2100), Benefits (3000) Prof. Services (5800)	Salaries (1000), Benefits (3000) As reflected in Goal 1, Action 1: Salaries (2100), Benefits (3000) Prof. Services (5800)	Salaries (1000), Benefits (3000) As reflected in Goal 1, Action 1: Salaries (2100), Benefits (3000) Prof. Services (5800)

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Supplemental

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.

a,b,d – Continue with emphasis on Social Studies and NGSS

c – Design and begin to Implement EL Placement and Redesignation Criteria

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

c - Monitor implementation and solidify EL Placement and Redesignation Criteria

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,415	\$24,726	\$25,532 as reflected in Action 2
Source	\$17,415 LCFF S/C	\$24,726 LCFF S/C	\$25,532 LCFF S/C as reflected in Action 2
Budget Reference	Salaries (1000, 2000), benefits (3000), Materials (4000), Operations (5000)	Salaries (1000, 2000), benefits (3000), Prof Services (5800)	Salaries (1000, 2000), benefits (3000), Prof Services (5800)

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

Modified

Goal 2

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 Priorities: 1, 5, 6

Local Priorities:

Identified Need:

School enrollment has increased. Space needed for ancillary or itinerant staff to work with students (speech, resource, and ELD targeted support groups) and the number of Transitional Kindergarten (TK students) enrolling has increased.

Expected Annual Measureable 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	2a. Maintain site repairs and/or replacement to achieve "Good or better on	2a. Continue as above with the FIT Maintain or upgrade water	2a. Continue as above

Metrics/Indicators

Baseline

within the CCR

2017-18

the FIT. Maintain water system quality and testing program to maintain water quality standards defined in CCR.

2018-19

system quality and testing program to maintain water quality standards defined in CCR and other required testing (such as lead) to conform with required water quality standards
 Create and initiate planning and construction to upgrade and improve the district infrastructure in two phases. 1) Carry out energy saving recommendations made through Proposition 39 and district assessments and 2) carry out recommendations made by the LCAP PAC and construct additional space to house after school tutoring, student support staff, and pre-school students.

2019-20

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

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

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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:

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

2a) Continue

2a) Continue

Contract with Vista Hill

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,250	\$4,250	\$4,350
Source	LCFF	LCFF	LCFF
Budget Reference	Vista Hill Counseling (5800)	Vista Hill Counseling (5800)	Vista Hill Counseling (5800)

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

Modified

2017-18 Actions/Services

- 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
 - Revisit Rachel's Challenge precepts frequently/include the process in PBIS cycle of revisiting rules
 - Provide training and implementation for Positive Behavior Support in Schools (PBIS)
 - Provide resources to maintain safe and healthy environments within the classrooms and grounds

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

Unchanged

2018-19 Actions/Services

- 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
 - Revisit Rachel's Challenge precepts frequently/include the process in PBIS cycle of revisiting rules
 - Provide training and implementation for Positive Behavior Support in Schools (PBIS)
 - Provide resources to maintain safe and healthy environments within the classrooms and grounds

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

Unchanged

2019-20 Actions/Services

- 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
 - Revisit Rachel's Challenge precepts frequently/include the process in PBIS cycle of revisiting rules
 - Provide training and implementation for Positive Behavior Support in Schools (PBIS)
 - Provide resources to maintain safe and healthy environments within the classrooms and grounds

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$125,539	\$125,539	\$125,539
Source	\$122,500 LCFF \$2,000 EIA Resource 9010709 \$1,039 Resource 9010200	\$122,500 LCFF \$2,000 EIA Resource 9010709 \$1,039 Resource 9010200	\$122,500 LCFF \$2,000 EIA Resource 9010709 \$1,039 Resource 9010200
Budget Reference	Repairs (5600) Memberships (5300) Materials (4300) Salaries (2000), Benefits (3000)	Repairs (5600) Memberships (5300) Materials (4300) Salaries (2000), Benefits (3000)	Repairs (5600) Memberships (5300) Materials (4300) Salaries (2000), Benefits (3000)

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

\$16,478

\$16,478

\$16,478

Year	2017-18	2018-19	2019-20
Source	\$15,478 REAP Resource 4126 \$1,000 LCFF	\$15,478 REAP Resource 4126 \$1,000 LCFF	\$15,478 REAP Resource 4126 \$1,000 LCFF
Budget Reference	Salary (1000), Benefits (3000) Prof. Services (5800)	Salary (1000), Benefits (3000) Prof. Services (5800)	Salary (1000), Benefits (3000) Prof. Services (5800)

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

Unchanged

Goal 3

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 Priorities: 3, 5, 7

Local Priorities:

Identified Need:

Replacement of lighting and ceiling tiles was needed in the multi-purpose/creative arts room, because of unsafe conditions that had occurred this past year. Energy efficiency upgrades also necessitated the replacement of more efficient the lighting and HVAC. A sound system will be added to the room to increase functionality and support this goal. Costs are reflected in Basic Services. This will enhance the ability of students to learn about and use the new equipment and improve the quality of the Shakespeare experience.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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The district will utilize multiple methods of communication to promote participation in school activities; and maintain high-level of opportunities (classroom, school-wide meetings, and survey offerings) to participate in a high level of 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 meetings.

Maintain

Maintain

Maintain

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

Middle school dropout rate	Continue to ensure middle school dropout rate stays at 0%	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

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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

- Service Learning Opportunities:
- Holiday Winter Program Giving

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

- Service Learning Opportunities:
- Holiday Winter Program Giving

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

- Service Learning Opportunities:
- Holiday Winter Program Giving

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

Donations from SVEA

Donations from SVEA

Donations from SVEA

Source

N/A

N/A

N/A

Budget Reference	N/A	N/A	N/A
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Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$84,509	\$84,509	\$84,509
Source	\$14,435 LCFF \$69,674 EIA Resource 9010709 \$400 Lottery Resource 1100	\$14,435 LCFF \$69,674 EIA Resource 9010709 \$400 Lottery Resource 1100	\$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)	Memberships (5300) Transfer to JUHSD (7281) Prof. Services (5800) Salary (1000), Benefits (3000) Materials (4000), Equipment (6400)	Memberships (5300) Transfer to JUHSD (7281) Prof. Services (5800) Salary (1000), Benefits (3000) Materials (4000), Equipment (6400)

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$17,415

Percentage to Increase or Improve Services

1.10%

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.

The children of this one-school 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 Aide (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 on 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 - (ie 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.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$24,726

Percentage to Increase or Improve Services

1.57%

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.

Strategic foundational skill reinforcement with resource staff using the FLEX and other programs 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 redesigned. (GOAL 1, Action 2). Professional development in California Standards, with an emphasis on Social Studies and NGSS, along with alternative learning arrangements to meet the differentiated needs of students who are low income, English Learner and Foster Youth will principally directed toward and effective in improving educational outcomes for those student groups. (Goal 1, Action 5)

EIA carryover funding and LCFF funds will support low-income students and students with disabilities plus 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 on 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. Research used by the district was initially evaluated in 2017-2018 and is referenced above.

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 1.57% (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.