



# San Miguel Joint Union School District

LCAP Year  2017-18  2018-19  2019-20

## Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

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

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

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               | San Miguel Joint Union School District |                 |                                 |
| Contact Name and Title | Karen Grandoli                         | Email and Phone | kgrandoli@sanmiguelsschools.org |

## 2017-20 Plan Summary

### THE STORY

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

The San Miguel Joint Union School District is a two-school district - Lillian Larsen Elementary K-8, and Cappy Culver Elementary K-8. The district encompasses 200 square miles in San Luis Obispo and Monterey Counties. This includes the rural area around the historic mission town of San Miguel and the communities around Lake Nacimiento. The district also authorizes one charter school that is required to create its own LCAP.

During the 2016/2017 school year, there was an enrollment of 621 students in grades TK through 8. The ethnic distribution of the district was: **4 Chinese, 1 Hawaiian, 2 Filipino, 1 Guamanian, 353 Hispanic, 4 African American, and 249 White**. English Language Learners make up **44% (272)** of student enrollment. Our "Evers" EL population at Lillian Larsen is 71%.

Approximately **68%** of our students participate in free/reduced lunch program. Lillian Larsen has 90% of its students qualifying for free and reduced. Lillian Larsen has a 92% unduplicated student population. San Miguel has a homeless population of approximately **21%**.

## **LCAP HIGHLIGHTS**

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

Working closely with stakeholders throughout the district to align our Strategic Plan with our LCAP and School Plans, three goals have been identified for focus within the next three years to improve outcomes for all students.

- Goal One

### **Student Academic Growth:**

Improve and support learning for all students to close the achievement gaps and ensure that all students promote from eighth grade ready to succeed in college and career readiness programs in high school.

- Goal Two

### **English Language Learner Proficiency:**

Increase English Language Learners' proficiency on the CAASPP ELA and on the CELDT/ELPAC by implementing strategies for cooperative learning, reading comprehension, reading fluency, and vocabulary

- Goal Three

### **School Climate:**

SMJUSD will ensure a safe, welcoming, engaging, and inclusive climate for all students and their families that promote academic excellence, daily attendance, and appropriate, respectful behavior by providing social-emotional support and parent education.

## REVIEW OF PERFORMANCE

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

San Miguel is extremely proud of the progress its fluent English speakers have made on the CAASPP in both English Language Arts and Mathematics.

In particular our students who have been Reclassified as fluent in English (RFEPs) have made significant gains in both subject areas and are outperforming English only students. According to the California School Dashboard, this subgroup is performing at a *High* level, 24.1 points above level 3 on the CAASPP. They increased these score by 16.4 points. In math, this same subgroup is performing at a Medium level, 13 points above level 3. They increased significantly in math, by 15.7 points.

## GREATEST PROGRESS

In order to continue for our ELL students to make growth, we recognize the need for these students to achieve fluency within five-six years of beginning school. Our district continues to receive Newcomers from Mexico and we will support them through both pull out and push in support. Even more important is the need to identify our students at risk for becoming Long-Term English language learners (LTELs). We will use a universal screening process to begin to identify these students in first grade and by providing them with research based interventions and teaching strategies proven to help ELL students achieve fluency. We will also provide a research based intervention program for LTELs and other low performing students in grades 4-8 for approximately 45 minutes a day. This class will be taught during an intervention/acceleration time in grades 4 and 5 and will be in addition to regular English Language Development. In middle school, students will be given an additional period of ELD if they have not reclassified.

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**

San Miguel's greatest needs at this time are to provide alternatives to suspension using a Multi-tiered system of support. We are currently at the "Orange" status for suspensions for all-students. The rate is disproportional with White students being in the "Yellow range". The rate for White students declined significantly; however, the rates for ELL students increased by 1.5% and increased significantly for students with disabilities by 5.4%. In order to address the need will continue our implementation of PBIS at both sites. At Lillian Larsen, we are in "Red" status; We have hired a full time behavior specialist to help with systems of support.

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**

We currently do not have any student group that is two or more performance levels below the "all student" performance. However, we do have areas where there is a two performance level gap between white students and other student groups. White students are at the "Green" level for the ELA CAASPP, but ELL, Socioeconomically disadvantaged, and Hispanic students are all at the "Yellow" level. White students are at the "Yellow" level for suspension rates yet ELL, Socioeconomically disadvantaged, and students with disabilities are at the "Red" level.

To address these gaps the SMJUSD LCAP includes the following actions and services:

- Provide 6-hour bilingual paraeducator to support ELL learners at CELDT levels 1 and 2.
- Provide a minimum of one hour intensive English pull out support for Newcomers in grades 2-8.
- Provide push in support for Newcomer middle school students.
- Purchase English 3D to support at-risk LTELs and LTELs in grades 4-8 at LLE.
- Provide PD for all LLE teachers and selected CCE teachers in evidence based ELD strategies.
- Continue implementation of PBIS at both sites.
- Continue Flippen strategies at both sites including weekly Shared start.
- Continue Character Counts program at both sites.
- Provide a classroom for sensory needs, meditation, social groups and counseling needs at LLE.
- Provide a counselor two days at each site.
- Provide one six hour behavior specialist at Lillian Larsen.

## INCREASED OR IMPROVED SERVICES

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

Based on staff and stakeholder feedback and research on effective practices we are implementing more than 20 LCAP Actions to improve services for low-income, English language learners, and homeless and foster youths including a portion of the LCFF Supplemental dollars for site allocations based on the number of unduplicated students served to allow sites to implement site specific solutions based on each site's unique needs.

## BUDGET SUMMARY

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

### DESCRIPTION

### AMOUNT

|  |                |
|--|----------------|
| Total General Fund Budget Expenditures for LCAP Year | \$5,300,587.00 |
|--|----------------|

|   |              |
|---|--------------|
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | \$890,447.00 |
|---|--------------|

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

Expenditures Not Included in the LCAP The California Education Code requires local educational agencies (LEAs) to follow the definitions, instructions, and procedures in the California School Accounting Manual. The General Fund is the chief operating fund for all LEAs and is divided into restricted and unrestricted segments. Restricted programs fulfill the requirements defined by the funding source and are by nature not associated with the LCAP. For this reason, restricted expenditures are generally not included as part of LCAP expenditures unless specifically identified as a funding source. LEAs are also required to record expenditures according to the types of items purchased or services obtained. As a general rule, 85 percent of total General Fund expenditures consist of personnel salaries and benefits. These costs account for the human resources required to carry out a vast array of educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operation, and more. These support activities along with the related supplies and services operating costs do not directly influence the outcome of the actions and services identified in the LCAP. For this reason, they are not included in the LCAP.

|                 |
|-----------------|
| \$ 6,191.034.00 |
|-----------------|

|   |
|---|
| Total Projected LCFF Revenues for LCAP Year |
|---|

# Annual Update

LCAP Year Reviewed: XXXX–XX

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

### Student Academic Growth:

Improve and support student learning to close the achievement gaps and ensure all students graduate from eighth grade ready to succeed in college and/or career readiness programs in high school.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. Continue 100% compliance with all teachers being highly-qualified and properly credentialed; maintain safe clean facilities in good repair; and continue with full compliance of all students having access to core curriculum and textbooks.
2. Staff surveys will reflect that at least 90% of teachers feel they can effectively implement the California Standards/ELD standards.
3. Staff surveys will reflect that at least 75% of teachers will initiate implementation of NGSS and express ability to implement fully when adopted.
4. 100% of all students will be taught/assessed with California Standards aligned assessments in ELA and math.
5. District-directed professional development Wednesdays will be utilized to provide training on California Standards, ELD, NGSS and best instructional practices at both schools--at least one day each trimester will focus on this training to be measured by PD Calendar and staff surveys.

#### ACTUAL

1. Met
2. Not met. Staff surveys show that only about 78%of teachers feel they can effectively implement the California Standards/ELD standards.
3. Not met. Staff surveys show that only about 31%express ability to implement fully when adopted.
4. Trimester benchmarks were all aligned to California Common Core Standards in both ELA and Math
5. Partially met. Professional Development calendar shows that PD was provided in these areas, but survey results show that teachers received training in ELD (21%), CCCSS (36%), and Best Instructional practices (36%). There was little NGSS

6. Provide professional development for staff to incorporate technology into the instructional program to promote student achievement as measured by PD Calendar and staff surveys.
7. Train staff on new SIS system (Aeries) for full implementation in 2016-17.
8. 50% of students will meet or exceed proficiency requirements on CAASPP in both ELA and math.
9. 70% of students reading at or above grade level or have .7 years progress at the second trimester on STAR reading assessment.
10. Continue to meet or exceed the state target for English Language Development for EL students. Currently, 65.5%exceeded the state target of 60.5% for AMAO-1; 63.8% for AMAO2--Annual progress in attaining English language proficiency exceeded the state target of 50.9%.
11. Reclassify 10% of total English Learner students annually Increase percentage of English Learner students redesignated to Fluent (FEP). Goal is to reclassify 10% of total ELs annually.
12. LTEL students need to be identified early (Grades 1 and 2) and their needs addressed through both integrated and designated instruction.
13. Use Fall CELDT data and an ongoing assessment system to monitor monthly the achievement of EL students who are enrolled in Conecciones class to determine success of program.
14. Monitor that students in all subgroups are meeting district goals.

training provided. Surveys reflect that more training is still needed in ELD, NGSS, and best instructional practices as results indicate that participation was low or not memorable. Staff development varied by site as well.

6. Staff survey shows that 36% of staff has had training to help incorporate technology into the instructional program.
7. Incomplete
8. Not met. 42% of students met or exceeded proficiency requirements in ELA and 34% met or exceeded proficiency requirements in math.
9. Not met. We had 59% of students reading at grade level or making 0.7 years growth at the trimester two mark as demonstrated on the STAR reading assessment.
10. The metric for this state target has changed. We were in the medium zone for status, but fell into orange due to our decline of 7.3% in reclassifying or advancing one level on the CELDT.
11. Goal not met. No ELL students were reclassified. We will meet this goal next year as RFEP rates are currently high for the year in progress.
12. Met. CELDT scores and Universal screening tools identified students in grades 1 and 2 who were not making growth on the CELDT or other assessments. Integrated and designated ELD took place in the general education classroom and struggling EL students received intervention services in the Learning Center.
13. Partially met. Students were screened on a trimester basis.
14. Partially met. Monitoring happened on a trimester basis and needed to be broken down by individual teachers to check for

sub-groups meeting goals.

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

Actions/Services

**PLANNED**  
Maintain safe clean facilities. Maintenance Director inspects facilities throughout the year with at least one annual FIT report maintaining and repairing facilities as needed.

**ACTUAL**  
One annual FIT report was completed.

Expenditures

**BUDGETED**  
\$300

**ESTIMATED ACTUAL**  
\$300

Action

2

Actions/Services

**PLANNED**

Maintain 100% fully credentialed and appropriately assigned teachers.  
Continue to work with Cal Poly, SLO, to attract fully credentialed and appropriately assigned teachers.

**ACTUAL**

All teachers were fully credentialed and appropriately assigned. We had five student teachers on staff this year.

Expenditures

**BUDGETED**

\$7,988 (10% of  
Certificated HR  
Staff's time)

**ESTIMATED ACTUAL**

\$7,988 (10% of  
Certificated HR  
Staff's time)

Action

3

Actions/Services

**PLANNED**  
All students have access to SBE adopted core textbooks and curriculum as required by Williams Act.  
Purchase supplemental texts and consumables in alignment with California Standards/NGSS/ELD standards.

**ACTUAL**  
Common Core aligned materials were purchased for all grade levels K-8 in ELA and ELD with the exception of grades 6-8 at LLE. They continued to use the previously adopted material with supplemental novels. All grade levels K-8 received consumables for math aligned to Common Core state standards. We have not purchased science materials aligned to NGSS.

Expenditures

**BUDGETED**  
\$145,000

**ESTIMATED ACTUAL**  
\$110,000

Action **4**

Actions/Services

**PLANNED**  
 Provide staff with materials and training to implement California Standards/NGSS/ELD standards.  
 Provide training for staff to incorporate technology with California Standards/NGSS/ELD standards.  
 Provide training for staff to provide designated and integrated ELD instruction for all EL learners.  
 Provide professional development for staff to incorporate technology into the instructional program to promote student achievement

**ACTUAL**  
 Staff was provided with materials for ELA, Math, and ELD. Training was provided for the newly adopted ELA materials in grades K-5.  
 Two Wednesday professional development days were dedicated to integrated versus designated ELD and strategies for EL students at Lillian Larsen. Staff was supported in technology with the addition of a K-5 tech mentor midyear.

Expenditures

**BUDGETED**  
 \$66,000 (ELA Adoption and money set-aside for Title I)  
 \$140,435 (5%Teachers'salaries for minimum day Wednesday Professional Learning Communities

**ESTIMATED ACTUAL**  
 \$110,000

Action **5**

Actions/Services

**PLANNED**  
 Continue to utilize technology as a means to prepare students for college and career readiness.

- Provide 1:1 devices in Grades 4-8.
- In 2016-17, implement a keyboarding skills program for students in grades 2 - 8 to better prepare students for SBAC tests. (This was not done in 2015-16 as planned.)
- Provided training in Spring 2016 and will continue to provide training to all staff on new SIS system (Aeries) as we move forward with full implementation in 2016-17.

**ACTUAL**  
 One to one devices were used in grades 4-8 at both sites. Keyboarding was implemented in grades K-5 using online programs. Some teachers were able to access training in our new SIS system: Aeries. Informal trainings were held during PD and PLC times to learn how to better use Gradebook and enter report card grades

Expenditures

**BUDGETED**  
 \$22,262 (added technology personnel)  
 \$4,000 Professional Development

**ESTIMATED ACTUAL**

# 6

Action

Actions/Services

**PLANNED**  
 Baseline assessment for pupil achievement on CAASPP is as follows: ELA proficiency rate is 35% met or exceeded standards and 29% nearly met standards; In math, the rate is 26% met or exceeded standards and 35% nearly met standards. Goal of 50% of students meeting or exceeding standard in both ELA and in math.  
 Currently, 48% of students at Lillian Larsen are reading at or above grade level or have made

**ACTUAL**  
 Much of this action is data. We utilized a 1.0 FTE para-educator to meet the needs of newcomers and CELDT level 1 and 2 students under the supervision of the reading specialist (pull out) and the site assistant principal (push in). Para-educators were trained in behavior strategies in a sequence of four 2-hour trainings in the fall. Regular ed teachers did not receive training on how to best utilize para-educators in the classroom.

.7years progress at the second trimester on STAR reading assessment. Currently, 63.6% of students at Cappy Culver are reading at or above grade level or have made at least .7 years progress at the second trimester on STAR reading assessment. Goal is to increase percentage to at least 70% reading at or above grade level or have made .7 years progress.

- Continue to meet or exceed the state target for English Language Development for EL students. Currently, 65.5% exceeded the state target of 60.5% for AMAO-1; 63.8% for AMAO2— Annual progress in attaining English language proficiency exceeded the state target of 50.9%.
- Increase percentage of English Learner students re-designated to Fluent (FEP). Goal is to reclassify at least 10% of total ELs annually.
- Provide .5 FTE teacher and .5 bilingual aide to support students new to the country with little or no English skills dependent upon enrollment (Conecciones class).
- Provide SDAIE strategies to teachers during staff development days.
- Provide additional training for paraeducators in meeting individual student goals and to regular education teachers in best practices to utilize paraeducators in the classroom.

**BUDGETED**

52,076 for 0.50Teacher in Conecciones Class  
 \$12,464 for 0.50Aide.  
 \$140,435 (5%of teachers ‘salaries for every minimum day Wednesday)  
 \$25,000availablethrough Title I professional development.

**ESTIMATED ACTUAL**

\$24,000 1.0 FTE para-educator (Title III and LCAP)  
 \$140,435 (5%of teachers ‘salaries for every minimum day Wednesday)  
 \$25,000availablethrough Title I professional development.

Expenditures

Action

7

Actions/Services

**PLANNED**  
 Summer reading program one day a week to maintain and improve reading levels and reduce regression over summer for students speaking only Spanish at home.

**ACTUAL**  
 This program was implemented, but sign in sheets show very low attendance for students not enrolled in LEAP or Migrant summer programs.

Expenditures

**BUDGETED**  
 \$830 for staff

**ESTIMATED ACTUAL**

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.

**SMJUSD: Goal 1 Student Academic Growth:**

Most of the actions were completed during the 2016/2017 school year. The training in our newly adopted programs happened during pre-service days in August, 2016. Many teachers have expressed through surveys and during meetings the need for further staff development in our new programs, especially in the tech components of the programs. We did not cover any NGSS during professional development this year and that is a great need in self-contained classrooms as the date for full implementation is approaching. The Wednesday model for professional development is an excellent way to have ongoing PD; however, a more cohesive plan needs to be developed district wide with a team of teacher leaders and administrators. Our one:one Ipad/Chromebook implementation has been very successful with teachers benefiting from PLC team to share new apps and ideas for use in the classroom. The addition of an Ed Tech mentor also helped with this implementation. Our *Conecciones* program, run by a trained para-educator needs to be monitored

more closely with screening data throughout the year.

Overall, the students have improved in most academic measures. The Smarter Balanced Assessment and local indicators have shown growth to support the effectiveness of interventions and programs. Providing professional development on two Wednesdays a month also contributed to the growth in academic measures.

Although we did not hit our target of 50% met or exceeded standards on the CAASPP ELA and math, we did grow by 7% point in ELA and 8% points in Math and all sub-groups grew as well. According to the California Dashboard, in math every sub-group, with the exception of White students, *increased significantly*. White students *increased*.

Our English learners were at the *medium* status according to the Dashboard. This is most likely due to the fact that no students were reclassified during the 2015/2016 school year due most likely to loss of employees in the department. Student scores should have supported reclassification.

There were reductions in Budgeted expenditures in two areas. We did not hire additional support for technology personnel. We did not utilize a teacher to teach the Conecciones program (see action 6) and, instead, utilized a para-educator full time.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

## Goal 2

SMJUSD will ensure a safe, welcoming, engaging and inclusive climate for all students and their families that promotes academic excellence, daily attendance and appropriate, respectful behavior.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. 100% active parent participation.
2. Maintain ADA goal of 96%
3. Chronic absenteeism rate will decrease to below 7%
4. Maintain 10% or less suspension rate
5. Goal of 0% expulsion rate.
6. Maintain 0% dropout rate.
7. Maintain 30% of 8th grade students qualifying for honors classes at PRHS.
8. Decrease percentage of students reporting feelings of chronic sadness or hopelessness on a daily basis (utilize student survey/CHKS 2018)

#### ACTUAL

1. Many parents are involved at both schools. We do not have 100% of our parents actively participating at this time.
2. Not met. We are currently at 95.75%
3. ?
4. Met. Our suspension rate was 6.1%, which was a decrease of 1.4%.
5. Not met. 0.3% expulsion rate (one student)
6. Met. No students have dropped out this year.
7. 47% of 8<sup>th</sup> graders were recommended for honors classes at Paso Robles High School
8. 17.75% of middle school students report rarely or never being happy at school. 10.50% of elementary students report rarely or never being happy at school on the LCAP survey results.

Action

1

|                  |  |   |
|------------------|--|---|
| Actions/Services | <p><b>PLANNED</b><br/>         Increase communication with parents<br/>         Increase opportunities for parental involvement/engagement<br/>         Sample activities include translation for parent conferences; parent education events; counseling services to families and school events promoting student/parent involvement/engagement (back-to-school night, family math night, open house)</p> | <p><b>ACTUAL</b><br/>         Parent communication was increased at both sites by the addition of a Facebook page for each site. Both pages are updated several times a week. PTOs at both sites have been actively organizing events. For the first time in several years the PTO at Lillian Larsen has parents in all of the officer positions. Added events include family nights at Lillian Larsen, participation in San Miguel Parades, and participation in the Walk for Autism. Parents continue to support both schools in many annual events.<br/><br/>         We continue to translate all information that goes home with students at Lillian Larsen. We provide interpreters for all meetings and conferences.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>         \$12,730 (5%bilingual stipend paid to staff and hourly amount</p>  | <p><b>ESTIMATED ACTUAL</b><br/>         \$12,730 (5%bilingual stipend paid to staff and hourly amount</p>   |

Action **2**

|                  |  |   |
|------------------|--|---|
| Actions/Services | <p><b>PLANNED</b><br/>         Utilize personnel and auto-dialer program to clear absences, remind parents of school events, promote 100% parental involvement/engagement in school activities and inform parents/guardians of any school emergency. Communication is in both English and Spanish as needed.</p> | <p><b>ACTUAL</b><br/>         Due to new regulations from the FCC, we limited our use of the auto-dialer program. We continue to use personal calls to clear absences. We added the use of Facebook to publicize events in addition to using Aeries to send out school wide emails. All correspondence is sent out in both English and Spanish as needed.</p> |
| Expenditures     | <p><b>BUDGETED</b><br/>         \$48,888<br/>         Attendance clerks at both sites<br/>         \$700 Auto<br/>         Dialer</p>  | <p><b>ESTIMATED ACTUAL</b><br/>         \$48,888<br/>         Attendance clerks at both sites<br/>         \$700 Auto<br/>         Dialer</p>   |

Action

3

Actions/Services

**PLANNED**  
 Offer acceleration and intervention in core subject areas at Lillian Larsen in Grades 6-8 and at CCE in Grades 7-8 by providing low class sizes and tutoring as needed for student success.

**ACTUAL**  
 Lillian Larsen had class sizes in grades 6-8 with an average of 18 students per class. An intervention or enrichment class was added for all students depending on their needs. Class size average at Cappy Culver for grades 6-8 was an average of 25 students per class.

Expenditures

**BUDGETED**  
 \$73,640 1 FTE  
 Middle School  
 Staff

**ESTIMATED ACTUAL**  
 \$73,640 1 FTE  
 Middle School  
 Staff

Action

4

Actions/Services

**PLANNED**  
 Reviewed results of attendance goals with teachers and parents to measure progress by trimester. Provided additional clerical staff in 2015-16 to assist with attendance at both schools. Continue this service.

**ACTUAL**  
 Attendance clerks were in place at both sites. Attendance goals were not shared with teachers. Site principals called parents of chronically absent students.

Expenditures

**BUDGETED**  
 \$48,888  
 Attendance Clerks at both Sites

**ESTIMATED ACTUAL**  
 \$48,888  
 Attendance Clerks at both Sites

Action

5

Actions/Services

**PLANNED**  
 Continue to provide enrichment programs that promote student achievement.  
 Provide after-school enrichment activities

**ACTUAL**  
 Some after school enrichment programs occurred at both schools, but due to budget restrictions mid-year, programs

including but not limited to art, music, science, athletics, performing arts, agriculture, woodworking and college readiness. Provide intervention programs as needed in the areas of math and ELA. Provide assemblies and field trips to promote student achievement; college career readiness and to enhance opportunities for our students given our rural/low socioeconomic setting. District provides transportation for field trips (TK-8) and college-career readiness events for middle school students at no cost to parents/students.

were limited. Intervention was offered at both sites for grades K-8. All students had the opportunity to take several field trips this year. Some students attended as many as ten trips with a variety of curriculum being offered from performing arts, to the sciences.

Expenditures

**BUDGETED**  
 \$22,084 Enrichment programs provided afterschool  
 \$9,220 Program Leader (.44 FTE) for Afterschool Program  
 \$15,000 (2000 miles for each school)  
 \$3,062 (Bus drivers)

**ESTIMATED ACTUAL**  
 \$22,084 Enrichment programs provided after school  
 \$9,220 Program Leader (.44 FTE) for Afterschool Program  
 \$15,000 (2000 miles for each school)  
 \$3,062 (Bus drivers)

Action

6

Actions/Services

**PLANNED**  
 Continue to provide prevention and social/emotional support to students/families through counseling support services. Additional counseling services will be provided by a bilingual counselor at Lillian Larsen to meet the growing need.

**ACTUAL**  
 Support was provided through a school counselor two days a week at each site. We did not hire a bilingual counselor for Lillian Larsen. We did transition a special education para-educator into a behavior specialist, providing her with training to run social groups for grades K-5 at Lillian Larsen.

Expenditures

**BUDGETED**  
 \$72,750 Counseling Services

**ESTIMATED ACTUAL**  
 \$72,750 Counseling Services Additional  
 \$35,000 for Behavioral specialist

Action

7

Actions/Services

**PLANNED**  
 Continue to develop and utilize prevention programs and alternatives to suspension, which include students being assigned to classes at school rather than sent home on suspension.  
 Continue to provide learning centers/alternative education on campus for students who need to be removed from the regular classroom so they may still receive high-quality instruction.  
 California Standards/NGSS/ELD standards-based Instruction.  
 Train yard duty personnel and certificated staff in Positive Behavior Intervention Strategies (PBIs).

**ACTUAL**  
 Students were not removed to other classrooms as suggested in the planned action. Students received alternatives to suspension in the form of PBIS supports and restorative justice practices with the support of site administration and behavior specialist. Training for staffs in PBIS was partially implemented and will be continued next year.

Expenditures

**BUDGETED**  
 \$19,435BehavioralSupportServices (.41 FTE) staff hired to train aides.  
 \$133,645CertificatedStaff in Learning Centers (1.43FTE)\$18,108AdministrationProgramDevelopment(.15 FTE)

**ESTIMATED ACTUAL**  
 \$19,435BehavioralSupportServices (.41 FTE) staff hired to train aides.  
 \$133,645CertificatedStaff in Learning Centers (1.43FTE)\$18,108AdministrationProgramDevelopment(.15 FTE)

Action

8

Actions/Services

**PLANNED**  
 Maintain PE programs for all grades, which meet or exceed the state requirements.  
 After-school sports will be offered and expanded for enrichment.

**ACTUAL**  
 PE programs continued in all grade levels under the supervision of a credentialed PE teacher and the support of para-educators. After-school sports were held at Lillian Larsen with the addition this year of soccer. Cappy Culver students were invited to attend.

Expenditures

**BUDGETED**  
 \$77,219 (1.0FTE)P.E. Teacher,  
 \$52,552 (1.5FTE) P.E. Aides  
 \$13,032Coaches/Director Stipends

**ESTIMATED ACTUAL**  
 \$77,219 (1.0FTE)P.E. Teacher,  
 \$52,552 (1.5FTE) P.E. Aides  
 \$13,032Coaches/Director Stipends

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.

Overall, parent communication and involvement continued to grow according to surveys. One area that has seemed to help is the addition of Facebook pages for both sites. This was a mid-year addition to the goal. We have tried to cut back on the number of auto-dialer calls we send out in order to be in compliance with FCC regulations. Both schools continued to enjoy relatively low class sizes in grades 6-8 with a class average of 18 at LLE and 25 at CCE. Intervention for grades 6-8 has continued to be a struggle. Although all students below grade level received an intervention class for one period at LLE, staff surveys and input report that, due to large numbers, these classes have not been as successful as they could be. We are working on a new model for next year. Due to budget constraints, many of our enrichment programs were scaled back during the course of the year. We have been able to provide a high quality sports program for middle school at LLE and classes have enjoyed multiple field trips throughout the year.

We were unable to find a part time, bilingual counselor at LLE. Both schools benefitted from the 2-day per week counselor. The addition of a behavior specialist at LLE was a mid-year change to the plan to help with the social emotional needs of the school.

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

Parent participation is up at both sites as indicated by sign-ins at meetings and committees such as SSC, PTO, DELAC/ELAC, budget committee and bond oversight committee. Our suspension rate decreased by 1.4%, but we still need to make improvements in this area. Surveys still show a relatively high amount of students self reporting rarely or never feeling happy. Our average attendance is down slightly at 95.75%. We do have 47% of our promoting 8<sup>th</sup> graders qualifying for honors classes at Paso Robles High School which is above our goal of 30%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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



## Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

### INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

**Introduction:** The San Miguel Joint Union School District is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. SMJUSD used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, district data, and proposed actions and services.

#### **Support from County Office of Education**

District staff met individually with County Office of Education staff regarding the LCAP implementation and development process on 11/29/16, 2/16/17, 3/1/17, 5/16/17, and 6/5/17. This gave the district staff the opportunity to ask questions regarding the process of implementation and to clarify LCAP requirements. ON 12/9/16, 1/27/17 and 3/24/17 SLOCOE provided an LCAP Community of Practice workshop in conjunction with the County Education Council (CEC) which provided the latest information on the development of the state accountability measures including state and local indicators and plan development. District staff also attended the California Collaborative for Educational Excellence Local Control and Continuous Improvement Workshop held in San Jose on November 4, 2017. This information was shared at district management meetings on November 7, 2016 and December 5, 2016.

**Community Engagement:** The following groups (denoted in BOLD type) were actively involved in the LCAP development process described below.

**District English Learner Advisory Committee (DELAC):**

During four of the district's five DELAC/ELAC meetings the LCAP goals were discussed. Parents gave input on their priorities for their students. Parents continue to want to see academic support for their children as well as enrichment activities. Parents also gave input regarding the facilities at Lillian Larsen. Class size is of great importance to the parents who attend DELAC and they expressed a desire to see the class sizes stay low.

11/15/16

12/12/16

2/7/17

6/6/17

### **Management Staff:**

During the meetings on 11/7/16 and 12/6/16, input was given on the state's indicators and the new California Dashboard. The five by five colored tables were presented and the Status and Change model was discussed. Throughout the year data was presented on the district's progress towards meeting the 16/17 goals and revising goals for the 2017-2020 LCAP. The group looked at student achievement data, suspension data, and attendance data. In conjunction with the passing of our Bond in November of 2016, the group focused on how to provide electives and enrichment for all students. Our LCAP priorities were discussed on:

11/7/16, 12/6/16, 3/6/17, 4/3/17, 4/24/17, 5/8/17, 6/5/17

### **Parents and Community Members**

#### School Site Council

Meetings were held to get parent and community input throughout the school year. Both School Site Councils focused on site goals for Single Plans for Student Achievement as well as the two district goals in the LCAP. SSC Meetings were held at Lillian Larsen on:

9/7/16, 10/5/16, 11/2/16, 12/7/16, 1/11/17, 2/8/17, 3/22/17, 4/5/17, 5/17/17

Meetings were held at Cappy Culver on:

8/25/16, 9/29/16, 11/3/16, 12/1/16, 1/26/17, 3/2/17, 3/30/17, 4/27/17, 5/25/17

### **Board of Trustees Presentations and Discussions**

During the meetings on 12/8/16, 2/9/17, 3/9/17, 4/6/17, and 5/11/17 updates were given to the Board regarding the development of the LCAP and analysis of last year's goals.. On 5/11/17 there was a board presentation regarding the California Dashboard and the indicators.

### **Students**

## Surveys

All students in grades 3-8 were surveyed.

On June 1, 2017 a group of 7<sup>th</sup> grade leadership students had a chance to discuss the new LCAP goals and what they think should be added or changed for next year to achieve both academic and climate goals.

## **Certificated and Classified Staff:**

All classified and Certificated staff was surveyed.

We held a District wide staff meeting on 12/8/16 before the board meeting to look at our previous goals and begin input on new goals for the 2017/2018 school year.

Certificated staff meetings on 4/5/17 and 5/17/17 at LLE took a close look at the Draft of the LCAP. The LCAP was divided into sections and “Expert Groups” were formed to look at the different sections of the plan and report back to the group.

## **Budget Committee:**

Due to fiscal difficulties mid-year a budget committee was formed under the authority of the County Office of Education. A series of four meetings was held to gain stakeholder input on possible cuts for the district. The meetings were attended by parents, community members, teachers, administrators, and classified employees. The discussion and results of these meetings were taken into consideration when developing this LCAP.

Meetings were held on:

2/22/17, 3/1/17, 3/22/17, 3/29

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Increased awareness among employees regarding the District's focus for the 2016-2017 School Year  
The 2017 LCAP parent survey indicated that

Student surveys indicate that students remain concerned about the cleanliness of school buildings, bullying, and behavior of other students.

Staff surveys indicate that

Over the course of our stakeholder meetings and survey results, several themes began to emerge. These themes included the need for a Multi-tiered system of support to coordinate our efforts in providing interventions for students in both academics and social emotional learning; a need to support our EL students who are at risk of becoming LTELs or who are LTELs by providing them with an intensive intervention in ELA/ELD; the need for further professional development in CCSS, student engagement (especially for ELL students), technology, and NGSS; the need for an intervention program in math; the need to support our Newcomers in all grades, but, in particular in the middle school; the need to monitor our attendance closely and provide incentives for good attendance; the need to continue building our PBIS program; and, the need to provide enrichment for all students.

The new themes resulted in our 2017-2018 goals being modified and in an additional goal being added (Goal 2):

### **Goal #1- Student Academic Growth**

Improve and support learning for all students to close the achievement gaps and ensure that all students promote from eighth grade ready to succeed in college and career readiness programs in high school.

### **Goal #2- English Language Learner Proficiency**

Increase English Language Learners' proficiency on the CAASPP ELA and on the CELDT/ELPAC by implementing strategies for cooperative learning, reading comprehension, reading fluency, and vocabulary

### **Goal #3- School Climate**

SMJUSD will ensure a safe, welcoming, engaging, and inclusive climate for all students and their families that promote academic excellence, daily attendance, and appropriate, respectful behavior by providing social-emotional support and parent education.

The District LCAP goals have been refined and the following items/services are included in the 2017-2018 LCAP:

List of Actions here:

- Provide Professional Development for district staff in NGSS, UDL, Cooperative Learning and Thinking Maps
- Provide differentiated instruction at LLE (Buzz Block) during a specific time during the day for each grade level by hiring and retaining teachers a para-educators
- Reduce class sizes an average of 20:1 in targeted grade levels.
- Provide after-school tutoring, homework help, and enrichment through our ASES "LEAP" program and homework club on Wednesday minimum days.
- All staff grades K-8 will be trained in ST Math in summer and/or fall. All students will utilize ST Math for strategic intervention and/or

enrichment

- Director of curriculum and Learning center teachers will plan, implement, and monitor a K-8 assessment program including universal screenings, progress monitoring, benchmark assessments, and summative assessments using DIBELS, Renaissance STAR, ESGI, Curriculum based assessments, and SBAC Interim Assessments.
- Provide support for all teachers in Educational Technology through a Tech Lead teacher.
- Provide extended school day and extended school year to Migrant students. This includes after school tutoring, Saturday school, and summer school
- Provide 6-hour bilingual paraeducator to support ELL learners at CELDT levels 1 and 2 including Newcomers.
- Review need for new curriculum for Newcomers and CELDT level 1 students in primary grades. Purchase selected programs for use in Learning Center and push in K-3 classrooms. Continue use of English in a Flash.
- Purchase English 3D to support at-risk LTELs and LTELs in grades 4-8 at LLE. Train two teachers in the program.
- Provide PD for all LLE and selected CCE teachers in evidence-based ELD strategies. Teachers district wide will be trained in Thinking Maps. All teachers K-8 will implement program by January of 2018. Thinking Maps curriculum will be purchased for four district trainers and all teachers.
- Attendance- Trimester attendance assemblies and classroom incentives for highest percentages of attendance.

Monthly reviews of attendance, targeting chronically absent students. Principals to oversee. Saturday School Enrichment for students to recuperate missed days. Six Saturdays to be scheduled September-March

- PBIS- Continue implementation of PBIS at both sites. Continue Flippen strategies at both sites including weekly Shared start. Continue Character Counts program at both sites.
- Field trip transportation- Each grade level to be provided with transportation costs for quality field trips per year.
- After-school enrichment classes K-8 and sports 6-8 will be provided to allow students extra-curricular activities on our campuses. An athletic director will oversee sports program. Stipends provided for coaches and some selected enrichment programs.
- Parent communication and involvement- School principals, site secretaries, and clerks will:
  - Use Aeries, Bright Arrow, Facebook, Remind, and District Website, email, newsletters and other method to increase parent communication.
  - Work with PTOs, SSCs, DELAC, and other committees to increase parent and community input for our SPSAs and LCAP.
  - Continue providing parents and community members with events to increase their connection to the schools.
  - Work with outside groups to bring more recreational activities to Lillian Larsen. For example, indoor and outdoor soccer program and karate.
- Behavior Specialist will set up and run a sensory room to support students with Tier II and Tier III behavioral needs in small groups or individually. Social Emotional curriculum will be identified and purchase.
- Provide one six-hour behavior specialist to support Tier I, II, and III behaviors and participate in the school's MTSS team.
- Provide a counselor for two days at each site. Continue working with The Link to connect families in need to resources. Continue working with County Mental Health to refer students with Tier III counseling needs.





# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 1

#### **Student Academic Growth:**

Improve and support learning for all students to close the achievement gaps and ensure that all students promote from eighth grade ready to succeed in college and career readiness programs in high school.

#### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

#### Identified Need

- The certificated LCAP survey shows that \_\_\_\_% of teachers report a need for further staff development in NGSS, UDL and differentiation, and strategies for English Language Learners
- Our technology survey shows that \_\_\_\_% of teachers need additional support using educational software for our core ELA and math programs in addition to Intervention software programs.
- Achievement gaps on the CAASPP ELA show that students 56% of fluent in English met or exceeded standards while only 45% of ELL students met or exceeded standards.
- Achievement gaps on the CAASPP Math show that students 41% of fluent in English met or exceeded standards while only 20% of ELL students met or exceeded standards.

STAR reading exams show that fewer than 60% of students are reading on grade level and/or making one year's growth per year.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

|   |  |  |  |  |
|---|--|--|--|--|
| Compliance with Williams Act requirements, teacher credentialing and teaching assignments (LOCAL Indicator) | 100% of teachers are appropriately credentialed and/or board authorized  | Maintain 100%  | Maintain 100%  | Maintain 100%  |
| Compliance with Williams Act requirements, sufficient textbooks (LOCAL Indicator))                          | 100% of students will have access to standards-aligned materials   | 100% of students will have access to standards-aligned materials   | 100% of students will have access to standards-aligned materials   | 100% of students will have access to standards-aligned materials   |
| Compliance with Williams Act requirements, facilities (LOCAL Indicator)                                     | 100% compliance with Williams Act requirements, facilities   | 100% compliance with Williams Act requirements, facilities   | 100% compliance with Williams Act requirements, facilities   | 100% compliance with Williams Act requirements, facilities   |
| Implementation of content and performance standards for all students, including EL- Local Survey            | 78% of teachers report proficiency in implementing ELA, Math, and ELD standards.<br>31% of teachers report proficiency in implementing NGSS standards. | Increase percent of teachers reporting proficiency in implementing ELA, Math, and ELD standards to 90%<br>Increase percent of teachers reporting proficiency in implementing NGSS to 60% | Increase percent of teachers reporting proficiency in implementing ELA, Math, and ELD standards to 95%<br>Increase percent of teachers reporting proficiency in implementing NGSS to 70% | Increase percent of teachers reporting proficiency in implementing ELA, Math, and ELD standards to 95%<br>Increase percent of teachers reporting proficiency in implementing NGSS to 80% |
| California Dashboard- CAASPP ELA  | 21.3 points below level 3 district-wide  | Increase by 22 points  | Increase by 7-20 points  | Increase by 7-20 points  |
| California  | 35.6 points below level 3  | Increase by 15 points  | Increase by 5-15 points  | Increase by 5-15 points  |

|                        |  |  |  |  |
|------------------------|--|--|--|--|
| Dashboard- CAASPP Math | district-wide  |  |  |  |
| STAR Test              | 59% of students are reading on grade level or have made one year's growth by the end of trimester 2. | All students will increase their reading levels by one year. 70% will be reading on grade level. | All students will increase their reading levels by one year. 75% will be reading on grade level. | All students will increase their reading levels by one year. 75%-80% will be reading on grade level. |

The following metrics are not required since SMJUSD is a K-8 district:

- Percent of students successfully completing A-G courses
- Percent of students successfully completing CTE sequences or programs of study that align
- Percent of students passing Advanced Placement exams (3+)
- Percent of students demonstrating college preparedness (Early Assessment Program exam)
- High school dropout rates
- High school graduation rates

PLANNED ACTIONS / SERVICES

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

Action **1**

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

|                              |   |   |  |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade spans: _____       |

**OR**

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

|                              |   |  |   |
|------------------------------|---|--|---|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth            | <input type="checkbox"/> Low Income   |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide         | <input type="checkbox"/> Schoolwide              | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools      | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____                        |

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Provide Professional Development for district staff in: <ul style="list-style-type: none"> <li>• NGSS, all self-contained staff, Mystery Science for grades K-5</li> <li>• Universal Design for Lesson planning, all staff</li> <li>• Thinking Maps, four teachers will be trained at a trainer of trainer workshop in the fall. All staff will implement in the spring semester district-wide.</li> <li>• Cooperative Learning for EL students- LLE staff</li> </ul> | Continue to provide support in NGSS, UDL, and Thinking Maps for all staff. Train new staff as needed.        | Continue to provide support in NGSS, UDL, and Thinking Maps for all staff. Train new staff as needed.        |

BUDGETED EXPENDITURES

|                  | 2017-18  |                  | 2018-19  |                  | 2019-20  |
|------------------|--|------------------|--|------------------|--|
| Amount           | \$17,000<br>\$10,000 (10% Director of curriculum salary) | Amount           | \$10,000<br>\$10,000 (10% Director of curriculum salary) | Amount           | \$10,000<br>\$10,000 (10% Director of curriculum salary) |
| Source           | Other (Cal Poly TPQ Grant)<br>Supplemental/concentration | Source           | Other (Cal Poly TPQ Grant)<br>Supplemental/concentration | Source           | Other (Cal Poly TPQ Grant)<br>Supplemental/concentration |
| Budget Reference |  | Budget Reference |  | Budget Reference |  |

PLANNED ACTIONS / SERVICES

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

Action **2**

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

|                              |                                      |   |  |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade spans: _____       |

**OR**

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

|                              |  |  |   |
|------------------------------|--|--|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth                                 | <input checked="" type="checkbox"/> Low Income                              |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide                    | <input checked="" type="checkbox"/> Schoolwide                                   | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools                 | <input checked="" type="checkbox"/> Specific Schools: _____ Lillian Larsen _____ | <input type="checkbox"/> Specific Grade spans: _____                        |

ACTIONS/SERVICES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  |
| Provide differentiated instruction at LLE (Buzz Block) during a specific time during the day for each grade level by hiring and retaining teachers a para-educators. (Two 0.5 FTE Certificated TOSAs and Two 0.75 FTE para-educators, one 0.25 para-educator, one 0.19 para-educator. | Provide differentiated instruction at LLE (Buzz Block) during a specific time during the day for each grade level by hiring and retaining teachers a para-educators. (Two 0.5 FTE Certificated TOSAs and Two 0.75 FTE para-educators, one 0.25 para-educator, one 0.19 para-educator. | Provide differentiated instruction at LLE (Buzz Block) during a specific time during the day for each grade level by hiring and retaining teachers a para-educators. (Two 0.5 FTE Certificated TOSAs and Two 0.75 FTE para-educators, one 0.25 para-educator, one 0.19 para-educator. |

BUDGETED EXPENDITURES

| 2017-18               | 2018-19               | 2019-20               |
|-----------------------|-----------------------|-----------------------|
| Amount: \$148,000     | Amount: \$148,000     | Amount: \$148,000     |
| Source: Title I funds | Source: Title I funds | Source: Title I funds |
| Budget: _____         | Budget: _____         | Budget: _____         |

Reference



Reference



Reference



PLANNED ACTIONS / SERVICES

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

Action **3**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: Lillian Larsen \_\_\_\_\_  Specific Grade spans: K-1 and 6-8 \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Reduce class sizes an average of 20:1 in targeted grade levels.  | Reduce class sizes an average of 20:1 in targeted grade levels.  | Reduce class sizes an average of 20:1 in targeted grade levels.  |

BUDGETED EXPENDITURES

| 2017-18                            | 2018-19                            | 2019-20                            |
|------------------------------------|------------------------------------|------------------------------------|
| Amount: \$366,000                  | Amount: \$366,000                  | Amount: \$366,000                  |
| Source: Supplemental/Concentration | Source: Supplemental/Concentration | Source: Supplemental/Concentration |
| Budget Reference:                  | Budget Reference:                  | Budget Reference:                  |

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 **4**

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

|                              |                                      |   |  |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade spans: _____       |

**OR**

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

|                              |  |  |   |
|------------------------------|--|--|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income                              |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide                    | <input checked="" type="checkbox"/> Schoolwide   | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools                 | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____                        |

ACTIONS/SERVICES

**2018-19**

**2019-20**

|   |   |   |
|---|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged                              | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged                              | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged                              |
| Provide after-school tutoring, homework help, and enrichment through our ASES "LEAP" program and homework club on Wednesday minimum days. | Provide after-school tutoring, homework help, and enrichment through our ASES "LEAP" program and homework club on Wednesday minimum days. | Provide after-school tutoring, homework help, and enrichment through our ASES "LEAP" program and homework club on Wednesday minimum days. |

BUDGETED EXPENDITURES

|        | <b>2017-18</b>            | <b>2018-19</b>            | <b>2019-20</b>            |
|--------|---------------------------|---------------------------|---------------------------|
| Amount | \$150,000                 | \$150,000                 | \$150,000                 |
| Source | ASES Grant<br>Title I and | ASES Grant<br>Title I and | ASES Grant<br>Title I and |

|                  |                            |                  |                            |                  |                            |
|------------------|----------------------------|------------------|----------------------------|------------------|----------------------------|
|                  | Supplemental/Concentration |                  | Supplemental/Concentration |                  | Supplemental/Concentration |
| Budget Reference |                            | Budget Reference |                            | Budget Reference |                            |

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 **5**

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

|                              |   |   |  |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade spans: _____       |

**OR**

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

|                              |   |  |   |
|------------------------------|---|--|---|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth            | <input type="checkbox"/> Low Income   |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide         | <input type="checkbox"/> Schoolwide              | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools      | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____                        |

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   |
| All staff grades K-8 will be trained in ST Math in summer and/or fall. All students will utilize ST Math for strategic intervention and/or enrichment. | All staff grades K-8 will be trained in ST Math in summer and/or fall. All students will utilize ST Math for strategic intervention and/or enrichment. | All staff grades K-8 will be trained in ST Math in summer and/or fall. All students will utilize ST Math for strategic intervention and/or enrichment. |

BUDGETED EXPENDITURES

| 2017-18  | 2018-19                                    | 2019-20                                    |
|--|--|--|
| Amount: \$23,500   | Amount: \$22,500                           | Amount: \$6,000                            |
| Source: Title I Supplemental/Concentration Utilities Grant through ST Math | Source: Title I Supplemental/Concentration | Source: Title I Supplemental/Concentration |

Budget  
Reference

Budget  
Reference

Budget  
Reference

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 **6**

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

|                              |   |   |  |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade spans: _____       |

**OR**

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

|                              |   |  |   |
|------------------------------|---|--|---|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth            | <input type="checkbox"/> Low Income   |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide         | <input type="checkbox"/> Schoolwide              | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools      | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____                        |

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   |
| Director of curriculum and Learning center teachers will plan, implement, and monitor a K-8 assessment program including universal screenings, progress monitoring, benchmark assessments, and summative assessments using DIBELS, Renaissance STAR, ESGI, Curriculum based assessments, and SBAC Interim Assessments. | Director of curriculum and Learning center teachers will plan, implement, and monitor a K-8 assessment program including universal screenings, progress monitoring, benchmark assessments, and summative assessments using DIBELS, Renaissance STAR, ESGI, Curriculum based assessments, and SBAC Interim Assessments. | Director of curriculum and Learning center teachers will plan, implement, and monitor a K-8 assessment program including universal screenings, progress monitoring, benchmark assessments, and summative assessments using DIBELS, Renaissance STAR, ESGI, Curriculum based assessments, and SBAC Interim Assessments. |

BUDGETED EXPENDITURES

| 2017-18                                      | 2018-19                                      | 2019-20                                      |
|--|--|--|
| Amount <input type="text" value="\$50,000"/> | Amount <input type="text" value="\$50,000"/> | Amount <input type="text" value="\$50,000"/> |

Source

Supplemental/Concentration

Source

Supplemental/Concentration

Source

Supplemental/Concentration

Budget  
Reference

Budget  
Reference

Budget  
Reference

Action **7**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Provide support for all teachers in Educational Technology through a Tech Lead teacher.                      | Provide support for all teachers in Educational Technology through a Tech Lead teacher.                      | Provide support for all teachers in Educational Technology through a Tech Lead teacher.                      |

BUDGETED EXPENDITURES

| 2017-18                            | 2018-19                            | 2019-20                            |
|------------------------------------|------------------------------------|------------------------------------|
| Amount: \$3000                     | Amount: \$3000                     | Amount: \$3000                     |
| Source: Supplemental/Concentration | Source: Supplemental/Concentration | Source: Supplemental/Concentration |
| Budget Reference: _____            | Budget Reference: _____            | Budget Reference: _____            |

Action **8**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_ Migrant \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_ Lillian Larsen \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_ K-8 \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged                                       | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged                                       | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged                                       |
| Provide extended school day and extended school year to Migrant students. This includes after school tutoring, Saturday school, and summer school. | Provide extended school day and extended school year to Migrant students. This includes after school tutoring, Saturday school, and summer school. | Provide extended school day and extended school year to Migrant students. This includes after school tutoring, Saturday school, and summer school. |

BUDGETED EXPENDITURES

| 2017-18                   | 2018-19                   | 2019-20                   |
|---------------------------|---------------------------|---------------------------|
| Amount: \$80,000          | Amount: \$80,000          | Amount: \$80,000          |
| Source: Migrant Education | Source: Migrant Education | Source: Migrant Education |
| Budget Reference: _____   | Budget Reference: _____   | Budget Reference: _____   |

New

Modified

Unchanged

## Goal 2

### English Language Learner Proficiency

Increase English Language Learners' proficiency on the CAASPP ELA and on the CELDT/ELPAC by implementing strategies for cooperative learning, reading comprehension, reading fluency, and vocabulary

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

California Dashboard, using the CELDT, CAASPP and local reclassification criteria show that our English Learner Progress is *Low* and decreased by 7.3% last year.

Achievement gaps on the CAASPP ELA show that students 56% of fluent in English met or exceeded standards while only 45% of ELL students met or exceeded standards.

Achievement gaps on the CAASPP Math show that students 41% of fluent in English met or exceeded standards while only 20% of ELL students met or exceeded standards.

10% of our ELL students are LTELs and 15% of our 4/5 ELL students are At-risk for becoming LTELs

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators                                      | Baseline                           | 2017-18               | 2018-19                    | 2019-20                    |
|---|------------------------------------|-----------------------|----------------------------|----------------------------|
| EL Progress on CA Dashboard                             | 70% met standards (medium)         | Increase by 1.5%-10%  | Increase by 1.5%-10%       | Increase by 1.5%-10%       |
| Reclassification rate based on state and local criteria | 0%                                 | 20%                   | 10%                        | 10%                        |
| Number of LTELs will decrease                           | 28 (10 % of current EL population) | 23 (20% decrease)     | 20 (10% decrease)          | 18 (10%decrease)           |
| Number of At-Risk LTELs will decrease                   | 41 (15% of current EL population)  | 33 (20% decrease)     | 30% (10% decrease)         | 27 (10% decrease)          |
| ELL performance on CAASPP ELA on CA Dashboard           | Low (50.6 points below level 3)    | Increase by 46 points | Increase by 7 to 20 points | Increase by 7 to 20 points |

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_ Lillian Larsen \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Provide 6-hour bilingual paraeducator to support ELL learners at CELDT levels 1 and 2 including Newcomers.   | Provide 6-hour bilingual paraeducator to support ELL learners at CELDT levels 1 and 2.                       | Provide 6-hour bilingual paraeducator to support ELL learners at CELDT levels 1 and 2.                       |

BUDGETED EXPENDITURES

| 2017-18                                      | 2018-19                                      | 2019-20                                      |
|--|--|--|
| Amount: \$29,000                             | Amount: \$29,000                             | Amount: \$29,000                             |
| Source: Title III Supplemental/concentration | Source: Title III Supplemental/concentration | Source: Title III Supplemental/concentration |
| Budget Reference: _____                      | Budget Reference: _____                      | Budget Reference: _____                      |

PLANNED ACTIONS / SERVICES

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

Action **2**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: Lilian Larsen  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19   | 2019-20   |
|--|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Review need for new curriculum for Newcomers and CELDT level 1 students in primary grades. Purchase selected programs for use in Learning Center and push in K-3 classrooms. Continue use of English in a Flash. | Continue  | Continue  |

BUDGETED EXPENDITURES

| 2017-18                           | 2018-19                           | 2019-20                           |
|-----------------------------------|-----------------------------------|-----------------------------------|
| Amount \$3,000                    | Amount \$3,000                    | Amount \$3,000                    |
| Source Supplemental/Concentration | Source Supplemental/Concentration | Source Supplemental/Concentration |
| Budget Reference                  | Budget Reference                  | Budget Reference                  |

PLANNED ACTIONS / SERVICES

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

Action **3**

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

|                              |                                      |   |  |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade spans: _____       |

**OR**

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

|                              |  |  |   |
|------------------------------|--|--|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth                                      | <input type="checkbox"/> Low Income   |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide                    | <input type="checkbox"/> Schoolwide  | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools                 | <input checked="" type="checkbox"/> Specific Schools: <u>Lilian Larsen</u> | <input checked="" type="checkbox"/> Specific Grade spans: <u>4-8</u>        |

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged    | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Purchase English 3D to support at-risk LTELs and LTELs in grades 4-8 at LLE. Train two teachers in the program. | Continue implementation of program. Train new teachers as needed.  | Continue implementation of program. Train new teachers as needed.  |

BUDGETED EXPENDITURES

| 2017-18          | 2018-19         | 2019-20         |
|------------------|-----------------|-----------------|
| Amount: \$30,000 | Amount: \$2000  | Amount: \$2000  |
| Source: Title I  | Source: Title I | Source: Title I |
| Budget: _____    | Budget: _____   | Budget: _____   |

Reference



Reference



Reference



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 **4**

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

|                              |                                      |   |  |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade spans: _____       |

**OR**

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

|                              |  |  |   |
|------------------------------|--|--|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth            | <input type="checkbox"/> Low Income   |
| <u>Scope of Services</u>     | <input checked="" type="checkbox"/> LEA-wide         | <input type="checkbox"/> Schoolwide              | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools                 | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____                        |

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input checked="" type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Provide PD for all LLE and selected CCE teachers in evidence-based ELD strategies. Teachers district wide will be trained in Thinking Maps. All teachers K-8 will implement program by January of 2018. Thinking Maps curriculum will be purchased for four district trainers and all teachers. | Continue implementation of Thinking Maps.  | Continue implementation of Thinking Maps   |

BUDGETED EXPENDITURES

| 2017-18                       | 2018-19                       | 2019-20                       |
|-------------------------------|-------------------------------|-------------------------------|
| Amount     \$12,000           | Amount     \$1,000            | Amount     \$1,000            |
| Source     Cal Poly TPQ grant | Source     Cal Poly TPQ grant | Source     Cal Poly TPQ grant |

Supplemental/concentration

Supplemental/concentration

Supplemental/concentration

Budget Reference

Budget Reference

Budget Reference

New

Modified

Unchanged

## Goal 3

**School Climate:** SMJUSD will ensure a safe, welcoming, engaging, and inclusive climate for all students and their families that promote academic excellence, daily attendance, and appropriate, respectful behavior by providing social-emotional support and parent education.

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

Based on the Suspensions rates on the California State Dashboard and survey feedback from students, parents and teachers, we need to increase alternatives to suspension to provide a safe and caring climate for students to succeed. We also need to close the gap between our students with disabilities, our ELL students, and our socioeconomically disadvantaged students who are all in the “red” indicator, with our White students who are at the “yellow” indicator. Our annual attendance percentage is down by 0.24% according to Aeries and CalPads. Office referrals still demonstrate a need to increase PBIS at both sites.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

| Metrics/Indicators   | Baseline  | 2017-18                             | 2018-19                             | 2019-20                            |
|--|---|-------------------------------------|-------------------------------------|------------------------------------|
| Attendance Rates   | 95.75 %   | 96%                                 | 96%                                 | 96%                                |
| Suspension Rates   | 6.1% overall<br>6.1% ELL<br>7.7%<br>socioeconomically<br>disadvantaged<br>15.4% students with<br>disabilities<br>5.3% White | 4.0% overall and all sub-<br>groups | 2.5% overall and all sub-<br>groups | 1.5% overall and all<br>sub-groups |
| Office Referrals   | 296 through May   | 200                                 | 200                                 | 200                                |
| Parent Participation sign ins and self reporting on survey | 60% of parents  | 70%                                 | 80%                                 | 90%                                |
| Chronic Absenteeism  | 12%   | 10%                                 | 10%                                 | 10%                                |
| Middle School Drop-Out Rate                                | 0%  | 0%                                  | 0%                                  | 0%                                 |

PLANNED ACTIONS / SERVICES

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

Action **1**

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

|                              |                                      |   |  |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade spans: _____       |

**OR**

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

|                              |   |  |   |
|------------------------------|---|--|---|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth            | <input type="checkbox"/> Low Income   |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide         | <input type="checkbox"/> Schoolwide              | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools      | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____                        |

ACTIONS/SERVICES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  |
| Attendance- Trimester attendance assemblies and classroom incentives for highest percentages of attendance.<br>Monthly reviews of attendance, targeting chronically absent students. Principals to oversee.<br>Saturday School Enrichment for students to recuperate missed days. Six Saturdays to be scheduled September-March | Attendance- Trimester attendance assemblies and classroom incentives for highest percentages of attendance.<br>Monthly reviews of attendance, targeting chronically absent students. Principals to oversee.<br>Saturday School Enrichment for students to recuperate missed days. Six Saturdays to be scheduled September-March | Attendance- Trimester attendance assemblies and classroom incentives for highest percentages of attendance.<br>Monthly reviews of attendance, targeting chronically absent students. Principals to oversee.<br>Saturday School Enrichment for students to recuperate missed days. Six Saturdays to be scheduled September-March |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|
|---------|---------|---------|

|                  |                            |                  |                            |                  |                            |
|------------------|----------------------------|------------------|----------------------------|------------------|----------------------------|
| Amount           | \$5,000                    | Amount           | \$5,000                    | Amount           | \$5,000                    |
| Source           | Supplemental/concentration | Source           | Supplemental/concentration | Source           | Supplemental/concentration |
| Budget Reference |                            | Budget Reference |                            | Budget Reference |                            |

PLANNED ACTIONS / SERVICES

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

Action **2**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19   | 2019-20   |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| PBIS- Continue implementation of PBIS at both sites.<br>Continue Flippen strategies at both sites including weekly Shared start.<br>Continue Character Counts program at both sites. |   |   |

BUDGETED EXPENDITURES

| 2017-18         | 2018-19 | 2019-20 |
|-----------------|---------|---------|
| Amount \$15,000 | Amount  | Amount  |
| Source          | Source  | Source  |

Budget  
Reference

Budget  
Reference

Budget  
Reference

PLANNED ACTIONS / SERVICES

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

Action **3**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19   | 2019-20   |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged                      | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Field trip transportation- Each grade level to be provided with transportation costs for quality field trips per year. |   |   |

BUDGETED EXPENDITURES

| 2017-18          | 2018-19          | 2019-20          |
|------------------|------------------|------------------|
| Amount \$40,000  | Amount           | Amount           |
| Source           | Source           | Source           |
| Budget Reference | Budget Reference | Budget Reference |

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 **4**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18   | 2018-19  | 2019-20  |
|---|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged                       | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged                       |
| After-school enrichment classes K-8 and sports 6-8 will be provided to allow students extra-curricular activities on our campuses. An athletic director will oversee sports program. Stipends provided for coaches and some selected enrichment programs. | After-school enrichment classes K-8 and sports 6-8 will be provided to allow students extra-curricular activities on our campuses. | After-school enrichment classes K-8 and sports 6-8 will be provided to allow students extra-curricular activities on our campuses. |

BUDGETED EXPENDITURES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| Amount <input type="text" value="\$20,000"/>                   | Amount <input type="text" value="\$20,000"/>                   | Amount <input type="text" value="\$20,000"/>                   |
| Source <input type="text" value="Supplemental/concentration"/> | Source <input type="text" value="Supplemental/concentration"/> | Source <input type="text" value="Supplemental/concentration"/> |

Budget  
Reference

Budget  
Reference

Budget  
Reference

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 **5**

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

|                              |   |   |  |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools    | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade spans: _____       |

**OR**

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

|                              |   |  |   |
|------------------------------|---|--|---|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth            | <input type="checkbox"/> Low Income   |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide         | <input type="checkbox"/> Schoolwide              | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools      | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____                        |

ACTIONS/SERVICES

| 2017-18   | 2018-19   | 2019-20   |
|---|---|---|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  |
| Parent communication and involvement<br>School principals, site secretaries, and clerks will:<br>Use Aeries, Bright Arrow, Facebook, Remind, and District Website, email, newsletters and other method to increase parent communication.<br>Work with PTOs, SSCs, DELAC, and other committees to increase parent and community input for our SPSAs and LCAP.<br>Continue providing parents and community members with events to increase their connection to the schools. | Parent communication and involvement<br>School principals, site secretaries, and clerks will:<br>Use Aeries, Bright Arrow, Facebook, Remind, and District Website, email, newsletters and other method to increase parent communication.<br>Work with PTOs, SSCs, DELAC, and other committees to increase parent and community input for our SPSAs and LCAP.<br>Continue providing parents and community members with events to increase their connection to the schools. | Parent communication and involvement<br>School principals, site secretaries, and clerks will:<br>Use Aeries, Bright Arrow, Facebook, Remind, and District Website, email, newsletters and other method to increase parent communication.<br>Work with PTOs, SSCs, DELAC, and other committees to increase parent and community input for our SPSAs and LCAP.<br>Continue providing parents and community members with events to increase their connection to the schools. |

Work with outside groups to bring more recreational activities to Lillian Larsen. For example, indoor and outdoor soccer program and karate.

Work with outside groups to bring more recreational activities to Lillian Larsen. For example, indoor and outdoor soccer program and karate.

Work with outside groups to bring more recreational activities to Lillian Larsen. For example, indoor and outdoor soccer program and karate.

BUDGETED EXPENDITURES

| 2017-18          |                            | 2018-19          |                            | 2019-20          |                            |
|------------------|----------------------------|------------------|----------------------------|------------------|----------------------------|
| Amount           | \$48,000                   | Amount           | \$48,000                   | Amount           | \$48,000                   |
| Source           | Supplemental/Concentration | Source           | Supplemental/Concentration | Source           | Supplemental/Concentration |
| Budget Reference |                            | Budget Reference |                            | Budget Reference |                            |

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 **6**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: Lillian Larsen \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged   |
| A 1.0 FTE Behavior Specialist will set up and run a sensory room to support students with Tier II and Tier III behavioral needs in small groups or individually. Social Emotional curriculum will be identified and purchased. | A 1.0 FTE Behavior Specialist will set up and run a sensory room to support students with Tier II and Tier III behavioral needs in small groups or individually. | A 1.0 FTE Behavior Specialist will set up and run a sensory room to support students with Tier II and Tier III behavioral needs in small groups or individually. |

BUDGETED EXPENDITURES

| 2017-18                  | 2018-19                  | 2019-20                  |
|--------------------------|--------------------------|--------------------------|
| Amount: \$10,000         | Amount: \$3,000          | Amount: \$3,000          |
| Source: Title I<br>Other | Source: Title I<br>Other | Source: Title I<br>Other |

|                  |                            |                  |                            |                  |                            |
|------------------|----------------------------|------------------|----------------------------|------------------|----------------------------|
|                  | Supplemental/concentration |                  | Supplemental/concentration |                  | Supplemental/concentration |
| Budget Reference |                            | Budget Reference |                            | Budget Reference |                            |

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 **7**

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

|                              |                                      |   |  |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All         | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____    | <input type="checkbox"/> Specific Grade spans: _____       |

**OR**

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

|                              |  |   |   |
|------------------------------|--|---|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth                                  | <input checked="" type="checkbox"/> Low Income                              |
| <u>Scope of Services</u>     | <input type="checkbox"/> LEA-wide                    | <input checked="" type="checkbox"/> Schoolwide                                    | <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u>           | <input type="checkbox"/> All schools                 | <input checked="" type="checkbox"/> Specific Schools: <u>Lillian Larsen</u> _____ | <input type="checkbox"/> Specific Grade spans: _____                        |

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged                 | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged                            | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged                            |
| Provide one six-hour behavior specialist to support Tier I, II, and III behaviors and participate in the school's MTSS team. | Provide one six-hour behavior specialist to support Tier I, II, and III behaviors and participate in the school's MTSS team. | Provide one six-hour behavior specialist to support Tier I, II, and III behaviors and participate in the school's MTSS team. |

BUDGETED EXPENDITURES

| 2017-18                 | 2018-19                 | 2019-20                 |
|-------------------------|-------------------------|-------------------------|
| Amount: \$65,000        | Amount: \$65,000        | Amount: \$65,000        |
| Source: Title I         | Source: Title I         | Source: Title I         |
| Budget Reference: _____ | Budget Reference: _____ | Budget Reference: _____ |

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 **8**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

| 2017-18  | 2018-19  | 2019-20  |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged  | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged   |
| Provide a counselor for two days at each site. Continue working with The Link to connect families in need to resources. Continue working with County Mental Health to refer students with Tier III counseling needs. | Provide a counselor for two days at each site. Continue working with The Link to connect families in need to resources. Continue working with County Mental Health to refer students with Tier III counseling needs. | Provide a counselor for two days at each site. Continue working with The Link to connect families in need to resources. Continue working with County Mental Health to refer students with Tier III counseling needs. |

BUDGETED EXPENDITURES

| 2017-18          | 2018-19          | 2019-20          |
|------------------|------------------|------------------|
| Amount \$72,000  | Amount \$72,000  | Amount \$72,000  |
| Source           | Source           | Source           |
| Budget Reference | Budget Reference | Budget Reference |

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$890,447.00

Percentage to Increase or Improve Services:

20.55 %

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

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

The percentage by which services to or achievement of unduplicated students must increase is estimated at 20.55% over the LCAP year. The LCAP developed San Miguel Joint Union School District recognizes the needs of at-risk students that compromise approximately 74% of our student population. The targeted support to school sites is based upon these student populations/subgroups and is designed to serve at-risk students. SMJUSD is utilizing LCFF supplemental and concentration funds to improve student achievement that principally meets the needs of low-income students, English Learners, and foster youth students at the school sites as all requests in spending LCAP funds go through an approval process with School site Councils and ELAC at Lillian Larsen.

Further, funds expended at the district level will be used as detailed below, which is in response from the stakeholder forum meetings, stakeholder survey results, and stakeholder advisory groups. Based on support research, experience, and educational theory SMJUSD has determined the the actions described in the LCAP are the most effective use of funds to meet the district's goals for unduplicated students and include established processes and procedures to ensure that supplemental and concentration funds are utilized in a manner which benefits the intended student subgroups.

Increased direct services include, but are not limited to, increased support staff, increased parent engagement and activities, increased and more focused professional development, working on a MTSS for students at both sites, increased behavioral support,

## Description of proposed Supplemental & Concentration funds for the 2017-2018 school year:

The percentage of unduplicated pupils is 74%, at Lillian Larsen the percentage of unduplicated students is 92%. For this reason, some district-wide increased and improved services for all students, in combination with some school-wide increased and improved services for all students with an emphasis on actions and services that are principally directed to and effective in meeting the goals for unduplicated students, will be the most effective method of spending our Supplemental and Concentration funds.

### Budgeted amounts and actions:

- Provide Professional Development for district staff in NGSS, UDL, Cooperative Learning and Thinking Maps **\$27,000**
- Provide differentiated instruction at LLE (Buzz Block) during a specific time during the day for each grade level by hiring and retaining teachers a para-educators **\$148,000**
- Reduce class sizes an average of 20:1 in targeted grade levels.**\$366,000**
- Provide after-school tutoring, homework help, and enrichment through our ASES “LEAP” program and homework club on Wednesday minimum days. **\$150,000**
- All staff grades K-8 will be trained in ST Math in summer and/or fall. All students will utilize ST Math for strategic intervention and/or enrichment. **\$23,500**
- Director of curriculum and Learning center teachers will plan, implement, and monitor a K-8 assessment program including universal screenings, progress monitoring, benchmark assessments, and summative assessments using DIBELS, Renaissance STAR, ESGI, Curriculum based assessments, and SBAC Interim Assessments. **\$50,000**
- Provide support for all teachers in Educational Technology through a Tech Lead teacher. **\$3,000**
- Provide extended school day and extended school year to Migrant students. This includes after school tutoring, Saturday school, and summer school. **\$80,000**
- Provide 6-hour bilingual paraeducator to support ELL learners at CELDT levels 1 and 2 including Newcomers. **\$29,000**
- Review need for new curriculum for Newcomers and CELDT level 1 students in primary grades. Purchase selected programs for use in Learning Center and push in K-3 classrooms. Continue use of English in a Flash. **\$3,000**
- Purchase English 3D to support at-risk LTELs and LTELs in grades 4-8 at LLE. Train two teachers in the program. **\$30,000**
- Provide PD for all LLE and selected CCE teachers in evidence-based ELD strategies. Teachers district wide will be trained in Thinking Maps. All teachers K-8 will implement program by January of 2018. Thinking Maps curriculum will be purchased for four district trainers and all teachers. **\$12,000**
- Attendance- Trimester attendance assemblies and classroom incentives for highest percentages of attendance. Monthly reviews of attendance, targeting chronically absent students. Principals to oversee. Saturday School Enrichment for students to recuperate missed days. Six Saturdays to be scheduled September-March. **\$5,000**
  - PBIS- Continue implementation of PBIS at both sites. Continue Flippen strategies at both sites including weekly Shared start. Continue Character Counts program at both sites. **\$15,000**
  - Field trip transportation- Each grade level to be provided with transportation costs for quality field trips per year. **\$40,000**
  - After-school enrichment classes K-8 and sports 6-8 will be provided to allow students extra-curricular activities on our campuses. An athletic director will oversee sports program. Stipends provided for coaches and some selected enrichment programs. **\$20,000**

- Parent communication and involvement- School principals, site secretaries, and clerks will: **\$48,000**
  - Use Aeries, Bright Arrow, Facebook, Remind, and District Website, email, newsletters and other method to increase parent communication.
  - Work with PTOs, SSCs, DELAC, and other committees to increase parent and community input for our SPSAs and LCAP.
  - Continue providing parents and community members with events to increase their connection to the schools.
  - Work with outside groups to bring more recreational activities to Lillian Larsen. For example, indoor and outdoor soccer program and karate.
- Behavior Specialist will set up and run a sensory room to support students with Tier II and Tier III behavioral needs in small groups or individually. Social Emotional curriculum will be identified and purchase. **\$10,000**
- Provide one six-hour behavior specialist to support Tier I, II, and III behaviors and participate in the school's MTSS team. **\$65,000**
- Provide a counselor for two days at each site. Continue working with The Link to connect families in need to resources. Continue working with County Mental Health to refer students with Tier III counseling needs. **\$72,000**

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

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

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

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

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

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the*

*program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

## [Plan Summary](#)

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

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

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

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

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

## [Budget Summary](#)

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## [Annual Update](#)

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be

copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

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

### Annual Measurable Outcomes

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

### Actions/Services

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

### Analysis

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

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

### Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

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

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

### Goal

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

### Related State and/or Local Priorities

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

### Identified Need

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

### Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

#### Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to

all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

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

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

#### **Scope of Service**

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be

Served”, place a check mark next to “Limited to Student Groups”.

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

#### **Location(s)**

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

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

#### **Actions/Services**

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

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

- Check “New” if the action/service is being added in any of the three

years of the LCAP to meet the articulated goal.

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

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

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

### **Budgeted Expenditures**

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

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

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

### **Demonstration of Increased or Improved Services for Unduplicated Students**

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

### **Estimated Supplemental and Concentration Grant Funds**

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

### **Percentage to Increase or Improve Services**

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

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

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

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

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

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

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

## State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

goals.

## **APPENDIX A: PRIORITIES 5 AND 6** **RATE CALCULATION INSTRUCTIONS**

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School

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

(2) The total number of cohort members.

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

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
  - 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
  - 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
  - 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
  - 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
  - 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
  - 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
  - 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
  - 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
  - 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

## Guiding Questions: Goals, Actions, and Services

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

- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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