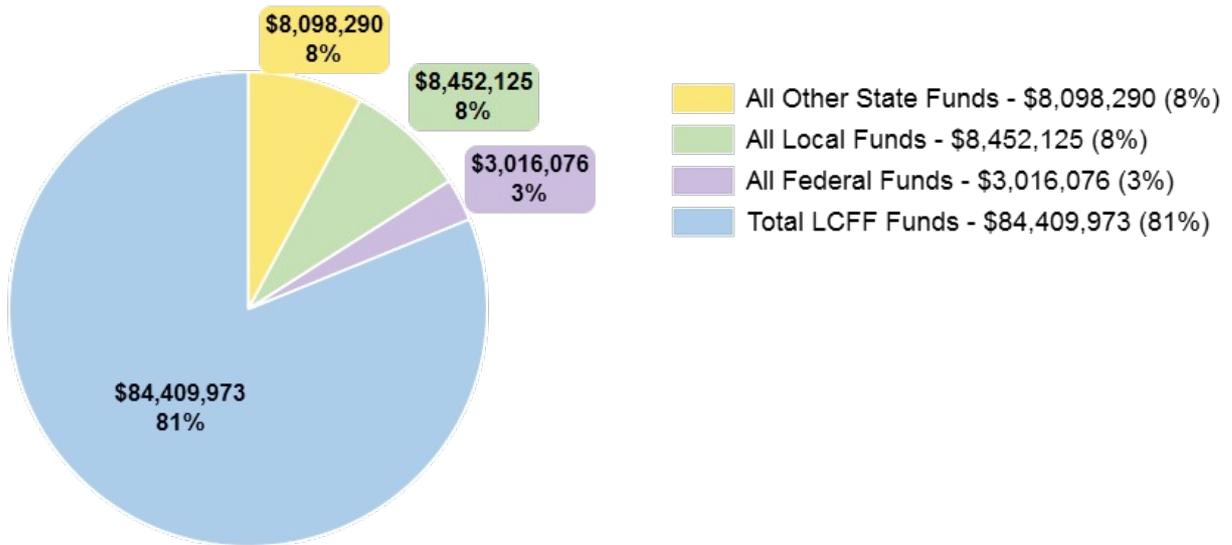


# LCFF Budget Overview for Parents

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

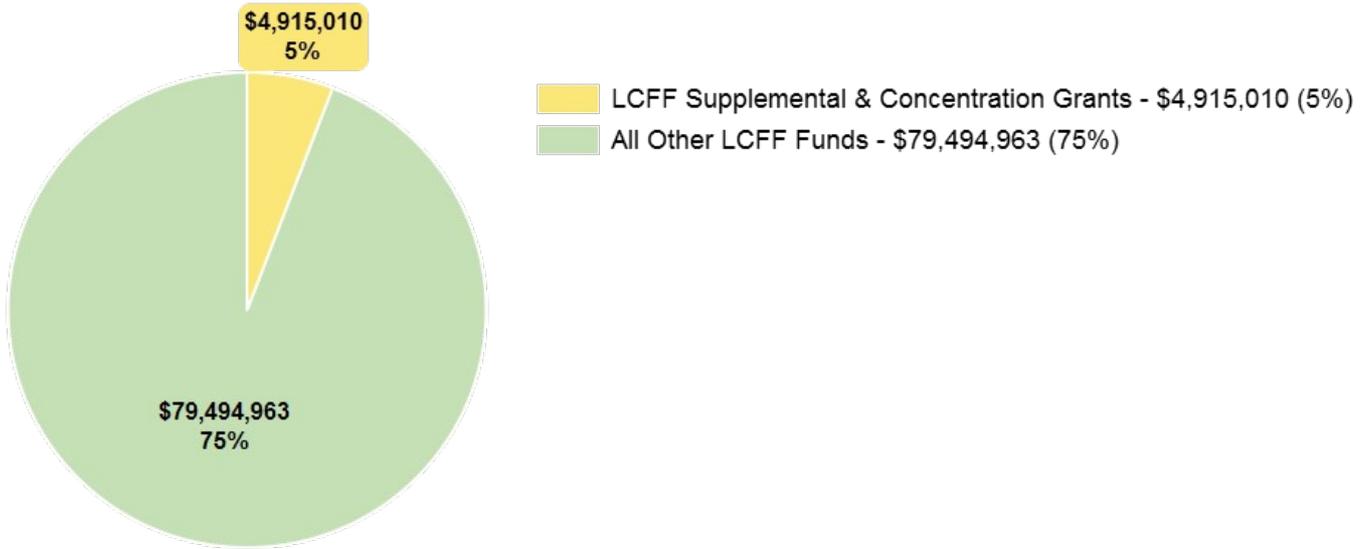
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$8,098,290	8%
All Local Funds	\$8,452,125	8%
All Federal Funds	\$3,016,076	3%
Total LCFF Funds	\$84,409,973	81%

## Breakdown of Total LCFF Funds



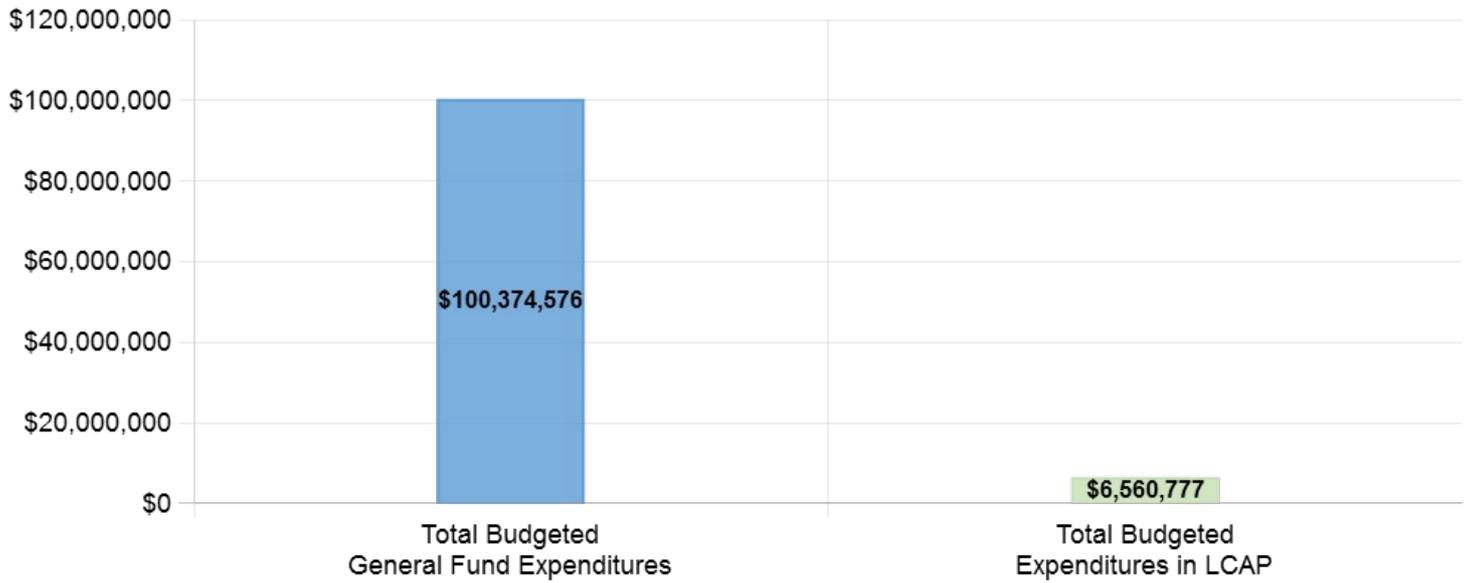
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$4,915,010	5%
All Other LCFF Funds	\$79,494,963	75%

*These charts show the total general purpose revenue San Luis Coastal Unified expects to receive in the coming year from all sources.*

The total revenue projected for San Luis Coastal Unified is \$103,976,464, of which \$84,409,973 is Local Control Funding Formula (LCFF), \$8,098,290 is other state funds, \$8,452,125 is local funds, and \$3,016,076 is federal funds. Of the \$84,409,973 in LCFF Funds, \$4,915,010 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$100,374,576
Total Budgeted Expenditures in LCAP	\$6,560,777

*This chart provides a quick summary of how much San Luis Coastal Unified plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

San Luis Coastal Unified plans to spend \$100,374,576 for the 2019-20 school year. Of that amount, \$6,560,777 is tied to actions/services in the LCAP and \$93,813,799 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures not included in the LCAP are: teacher, administrator, clerical, and support services salary and benefits, maintenance, transportation, special education, school site allocations, non-instructional materials, supplies, conferences, legal, consultants, etc.

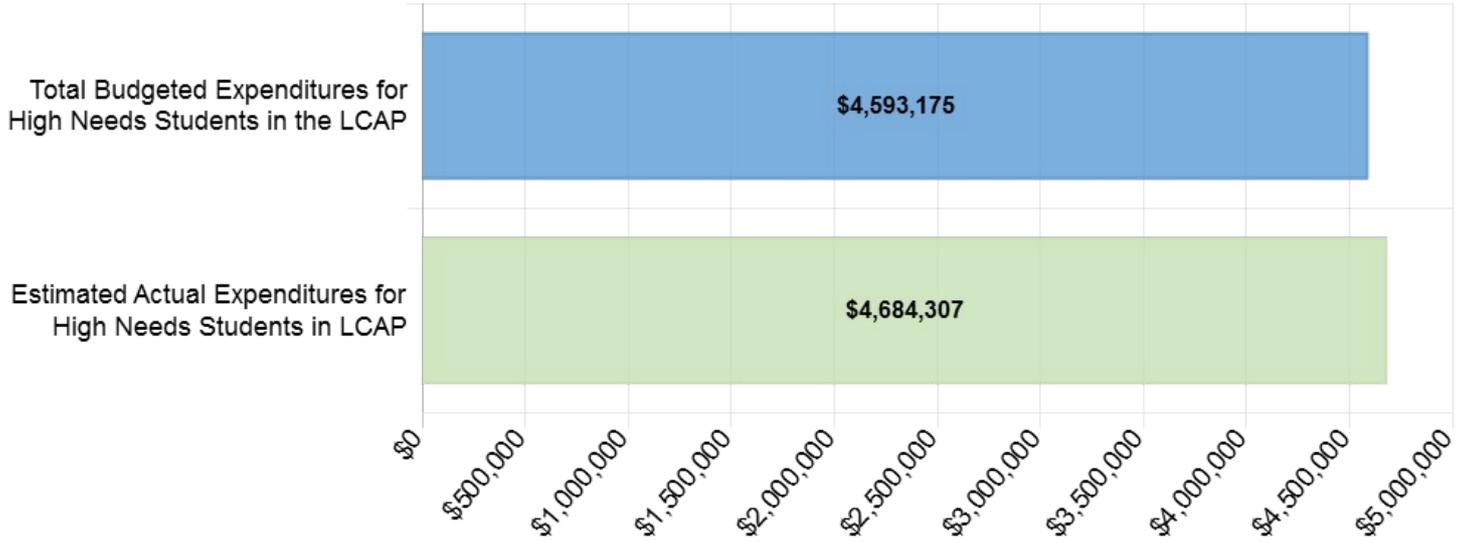
## Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, San Luis Coastal Unified is projecting it will receive \$4,915,010 based on the enrollment of foster youth, English learner, and low-income students. San Luis Coastal Unified must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP San Luis Coastal Unified plans to spend \$4,915,010 on actions to meet this requirement.

## Update on Increased or Improved Services for

# High Needs Students in 2018-19

## Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$4,593,175
Estimated Actual Expenditures for High Needs Students in LCAP	\$4,684,307

*This chart compares what San Luis Coastal Unified budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Luis Coastal Unified estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

In 2018-19, San Luis Coastal Unified's LCAP budgeted \$4,593,175 for planned actions to increase or improve services for high needs students. San Luis Coastal Unified estimates that it will actually spend \$4,684,307 for actions to increase or improve services for high needs students in 2018-19.

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

**LCAP Year:** 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

## LEA Name

San Luis Coastal Unified

## Contact Name and Title

Richard Mayfield

Director of Learning and  
Achievement

## Email and Phone

rmayfield@slcusd.org

(805) 549-1225

## 2017-20 Plan Summary

### The Story

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

San Luis Coastal Unified School District's (SLCUSD) schools include ten elementary, two middle, two comprehensive high schools, and one continuation high school. Maintaining small schools reflects our educational philosophy of knowing students on a very personal level. Our schools are dynamic, student-centered learning communities where all children are expected to take risks, explore new opportunities, and discover their unique potential.

**Our Students:** With a student enrollment of 7,813, over 8% (801) are English learners, and 28.3% (2,754) come from socioeconomically disadvantaged (SED) households. Through the three "Rs" of rigor, relevance, and relationship, students are provided valuable opportunities to become the very best they can be. "Success for All" requires many hands, multiple networks of thoughtful people, and an expectation that every child can achieve to their fullest potential. This is our conscious journey as a school district.

**Our Community:** SLCUSD shares the broader community with the post-secondary learning institutions of Cuesta Community College and California Polytechnic University. We have established strong partnerships with both schools and enjoy a symbiotic relationship that continues despite the current difficult economic times. We have also partnered with several non-profit agencies to open Family Resource Centers (FRCs) in the communities of Los Osos and San Luis Obispo. FRCs are designed to assist our families who struggle with the challenges of poverty, employment, and navigating the school

system.

Another significant partner for SLCUSD is Pacific Gas and Electric Company (PG&E) – as our district boundaries are home to the Diablo Canyon Nuclear Power Plant. Annual tax revenue from this facility provides crucial financial support to our school district and has supported our educational programs for many years. We received unsettling news in June 2016, when PG&E announced the impending closure of their Diablo Canyon Nuclear Power Plant in 2024-2025. This is of particular interest to San Luis Coastal because of the tax revenue we receive from PG&E (approximately \$8 million each year). For more than three decades, this revenue has allowed us to enjoy an unusual funding status known as Basic Aid or community-funded. We have begun the process of developing a multi-year reduction plan that began in the 2017-18 school year. Approximately, \$2 million was reduced at the district level in personnel, professional development, and services for the 2017-18 budget. Another \$1 million was reduced at both the district and site level for the 2018-19 school year. We will remain with current funding amounts for the 2019-20 school year. This challenge will not deter our commitment to serve the needs of all our students, with a targeted focus on our LCAP-identified student groups.

San Luis Coastal has some of the best educators and leaders serving our students and their families. These amazing educators symbolize who we are as a learning community. Our principals and district leaders create innovative programs and inspire high-level professional learning communities. We have an engaged and involved parent community that supports the success of our schools through PTA, Booster organizations, DELAC, DTAC, and other parent organizations.

## LCAP Highlights

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

The 2017-2020 LCAP features five strategic goals, based on a thorough review of the multiple measures identified in the California School Dashboard, along with the results from our extensive stakeholder engagement activities. The goals include the following:

1. All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.
2. All LCAP-identified student groups will achieve substantial academic gains through a multi-tiered system of support.
3. SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.
4. SLCUSD will expand technology and promote innovation in order to prepare students for college and career.
5. SLCUSD will strengthen data use to improve academic achievement.

## Review of Performance

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

performance for these students.

## Greatest Progress

SLCUSD continues to be most proud of the progress made in mathematics. All elementary and middle schools earned a change level of maintained, increased, or significantly increased. In addition, we were selected as a California Exemplary District in 2018, based on student achievement in mathematics. This high level of academic success is the result of six years of ongoing professional development, adoption of rigorous, standard-aligned materials, and development of teacher leaders at each of our sites. The 2017-2020 plan is designed to build upon this success by continuing to develop site teacher leaders and provide site-based, ongoing professional development in research-based instruction.

We had blue graduation rate, with high status for our white students, but our socioeconomically disadvantaged (SED) and our students with disabilities (SWD) graduation rates in yellow and orange respectively.

Our suspension rate has maintained at green level. There was a maintenance of the suspension rate for our English learners, students with disabilities, and African American student group. We believe this is the result of intentional work of our school sites. We will continue to develop and support our programs and processes, including PBIS, Restorative Approaches, WEB and LINK Crew training, and social-emotional support model to engage and support all students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

The English Learner Performance Indicator is based on the new ELPAC assessment and is therefore baseline data with no color being assigned this first year. All local performance indicators were met. As we transition to the English Language Proficiency Assessment for California (ELPAC), there will be a new calculation formula for determining status, change, and performance level. SLCUSD is currently addressing this need with ongoing professional development for our principals, EL Specialists, and EL teachers. This year, thirteen elementary, middle and high schools participated in an EL Shadowing professional development activity at their site. The goal was to develop an understanding of the importance for our English learners to be actively engaged and practicing English throughout the school day. We will have a focus on designated ELD for the 2019-20 school year with professional development for all teachers K-12.

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

Based on a review of the California School Dashboard, San Luis Coastal USD has identified the following performance gaps:

English Language Arts performance for students with disabilities (SWD), foster youth, and homeless groups

- English Language Arts performance for our EL, Hispanic, SED, and SWD was at the lower performance levels (red) for SWD, and orange for EL, Hispanic, and Homeless and Foster Youth. We will continue to use data to diagnose individual student needs and develop plans for instruction/intervention to accelerate academic success. In addition, we are planning to strengthen our site-based ELA interventions and target these student groups for both summer school and afterschool supports. As a follow-up to our district-wide EL shadowing professional development, all sites will participate in EL shadowing professional development based on site data from 2018-19 to ensure quality, equitable student talk. We will add designated ELD as a focus area for 2019-20.

The Mathematics performance for Homeless, SED, and SWD

- Homeless student performance declined and is at the orange level. SED and SWD student groups all performed at the yellow level in mathematics. SED and SWD student groups increased their change level from the year before. We will continue to use data to diagnose individual student needs and develop plans for instruction/intervention to accelerate academic success. We are planning to strengthen our site-based mathematics interventions with the implementation of ST Math, an online, personalized math intervention for all elementary schools. We will target these student groups for both summer school and afterschool supports. In addition, we will strengthen our co-teaching model by offering additional professional development to both SPED and general education teachers.

Graduation rate for English learner and Homeless student groups

- The English learner group, representing 60 students, has a high graduation rate, but showed a decline of 3.2%. This resulted in a yellow performance level. The Homeless student group, representing 57 students, also has a high rate of graduation. This group experienced a decline of 6.7% to receive an orange performance level. Our plan is to closely monitor our English learner and Homeless student groups, with the support of our data management system to ensure all students are on track for graduation.

Suspension for Foster Youth and "two or more races" student group

- The Foster Youth group represents 56 students. This small student group showed 2.2% decrease in suspensions from the previous year, which raised their performance level from red to orange. The two or more races student group, representing 418 students, showed a slight decrease (0.6%) in suspensions with a change in status from orange to green. We are continuing to develop alternatives for suspension through restorative justice practices. We will also strengthen outreach and engagement efforts for our foster youth through WEB and Link Crew intentional recruitment. By continuing this work, we should sustain the positive reductions in the suspension performance level for all student groups.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the

Every Student Succeeds Act must respond to the following prompts.

## Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

## Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

## Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

# Annual Update

## LCAP Year Reviewed:

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

All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.

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

**State Priorities:** 1, 2, 4, 7, 8

**Local Priorities:** Focus 1

## Annual Measurable Outcomes

### Expected

Student performance in mathematics will increase by 5% as measured by the CAASSP.

Student performance in mathematics will increase by 5% as measured by District Common Assessments

### Actual

Student performance in mathematics maintained at 62% from the 2016-17 school year to the 2017-18 school year.

Student performance on end-of-year District Common Assessments in mathematics indicates:  
K-5 mathematics as measured growth from 2016-2017 to 2017-18, end-

**Expected**

**Actual**

of-year District Common assessments:

All students - 70% to 73%, +3 percentage points

6th grade mathematics as measured growth from 2016-17 to 2017-18, end-of-year District Common Assessments:

All students - 56% to 49%, -7 percentage points

7th grade mathematics as measured growth from 2016-17 to 2017-18, end-of-year District Common Assessments:

All students - 61% to 67%, +6 percentage points

8th grade mathematics as measured growth from 2016-17 to 2017-18, end-of-year District Common Assessments:

All students - 82% to 56%, - 26 percentage points

Algebra 1 District Common Assessment as measured growth from 2016-17 to 2017-18 end-of-year District Common Assessments:

All students - 67% to 67% No change

Geometry District Common Assessment growth from 2016-17 to 2017-18 end-of-year District Common Assessments:

All students - 63% to 64% +1 percentage point

Algebra II District Common Assessment growth from 2016-17\* to 2017-18 end-of-year District Common Assessments: (\*16-17 was incomplete data)

All students - 18% to 68% +50 percentage points

## Expected

Student performance in English Language Arts will increase by 5%, as measured by the CAASSP.

Student performance in ELA will increase by 5% as measured by District Common Assessments.

## Actual

Student performance in English Language Arts increased from 67% to 69% from the 2016-17 school year to the 2017-18 school year.

Student performance on District Common assessments in ELA indicates:

K-2 reading as measured by growth from 2016-17 to 2017-18, end-of-year BAS District Common Assessments  
All students - 78% to 79% +1 percentage point

3-6 reading as measured by growth from 2016-17 to 2017-18, end-of-year SRI District Common Assessments  
All students - 72% to 73% +1 percentage point

K-6 writing as measured by growth from 2016-17 to 2017-18, Writing On-Demand District Common Assessment  
All students - 65% to 67% +2 percentage points

6th (LOMS) ELA Narrative Common Assessment as measured growth from 2016-17 to 2017-18:  
All students 39% to 64% +25 percentage points

6th (LOMS) ELA Informational/Explanatory Common Assessment as measured growth from 2016-17 to 2017-18:  
All students 43% to 57% + 14 percentage points

6th (LOMS) ELA Argumentative Common Assessment :as measured

**Expected**

**Actual**

growth from 2016-17 to 2017-18

All students 38% to 71% +33 percentage points

7-8 ELA Narrative Common Assessment as measured growth from 2016-17 to 2017-18:

All students 60% to 70% +10 percentage points

7-8 ELA Informational/Explanatory Common Assessment as measured growth from 2016-17 to 2017-18:

All students 68% to 76% +8 percentage points

7-8 ELA Argumentative Common Assessment as measured growth from 2016-17 to 2017-18:

All students 75% to 68% -7 percentage points

9-12 ELA Narrative Common Assessment as measured growth from 2016-17 to 2017-18:

All students N/A to 76% Baseline Year for Narrative

9-12 ELA Informative Common Assessment as measured growth from 2016-17 to 2017-18:

All students 62% to 74% +12 percentage points

9-12 ELA Argumentative Common Assessment as measured growth from 2016-17 to 2017-18:

All students 79% to 74% -5 percentage points

## Expected

All English learners will take the Summative English Language Proficiency Assessments for California (ELPAC) in Spring 2019. Results from the 17-18 Summative ELPAC will be compared to the results from 18-19 Summative ELPAC in order to attain a baseline measure of progress.

All elementary students will engage in three FOSS NGSS learning modules during the 2018-2019 school year.

Secondary students will engage in fully aligned NGSS courses in the 2018-19 school year.

## Actual

All English learners participated in the Summative English Language Proficiency Assessments of California (ELPAC) for the first time during Spring 2018. 34% of students performed at ELPAC Level 4 "Well Developed." The goal for Spring 2019 is to increase this by 5%.

Last year, recommended scope and sequences were created by grade level teams of teacher leaders. These documents contained progressions for the year for readings, writing, science, and history social studies. These recommendations would help support teacher implementation of a third science unit this school year. Site-based science support teachers are also supporting science implementation and addressing site needs.

Early 2019, the science leads and support teachers had a meeting to discuss how science implementation is progressing and have identified some areas of need. The Science TOSA will follow up with the Science Leads to better understand and address these needs. There are K-6 grade level days to have a small team of teachers identify priority areas of focus in the science curriculum. The recommendations that come from these days should help smooth some of the challenges to updating our K-5 science program.

In grades 6-8, teachers have fully transitioned to implement California's preferred integrated science model for the middle school. Continued instructional refinements are ongoing as teachers develop greater

**Expected****Actual**

competency in the new subject matter and instructional strategies. In November 2018, the State Board of Education will adopt instructional materials for grades K-8. Consequently, instructional materials for grades 6-8 will be piloted, evaluated, and adopted in Spring 2019.

The high schools are in their second, and final, year of transitioning their science course sequence to align with the Three Course Model as described in the California Science Framework (2016). Biology teachers continue to refine changes that were implemented last year. The recent purchase of instructional materials (Science and Global Issues Biology) has accelerated and supported the alignment of this 9th-grade course. Teachers are developing greater expertise in new instructional strategies, content, and assessment design. 10th-grade Chemistry teachers are working diligently to shift course content to include more Earth Science topics that will be increasingly relevant to students in how to address science-related issues that are becoming apparent in the 21st-century. As 2018-19 is the first year teachers are introducing the necessary modifications to better align this course with state recommendations, teachers will continue to need time to reflect on instructional practice and effectiveness, as well as ensure alignment to content standards. Teachers are beginning to explore instructional materials to adopt.

Implementation of California's Next Generation Science Standards requires major and sustained changes in how educators and students engage in science instruction, discipline-specific content, and assessment design. The secondary science teachers of SLCUSD are working diligently, collaboratively, and critically to ensure that these

## Expected

Increase the percentage of high school students who complete an a-g curriculum within a Career Technical Education (CTE) pathway by 5 percentage points (21% to 26%).

All teachers will be appropriately assigned, based on either the appropriate credential for the assignment or a valid assignment option provided by California Code of Regulations, Title 5, or the Education Code.

All students will have access to standards-aligned instructional materials.

Student performance in ELA will increase by 5% within the conditional and ready categories combined, as measured by EAP.

## Actual

changes are thoughtfully implemented to ensure student

The Career and College completion rate for 2017-18 was 27% for MBHS and 10% for SLOHS.

All teachers are appropriately assigned, based on either the appropriate credential for the assignment or a valid assignment option provided by California Code of Regulations, Title 5, or the Education Code.

All students have access to standards-aligned instructional materials.

Student performance in ELA within the combined “Ready” and “Conditional Ready” categories from the EAP measured change from 2016-17 to 2017-18 and indicated the following:

MBHS: 75% to 68%, - 7 percentage points  
SLOHS: 80% to 76%, -4 percentage points  
PB: 29% to 39%, +10 percentage points  
SLCUSD: 75% to 72%. -3 percentage points

## Expected

Student performance in math will increase by 5% within the conditional and ready categories combined, as measured by EAP.

Youth Truth survey results will indicate a 1-point increase (3.99 on a 5-point scale) in positive student perception around college and career understanding.

5th, 8th, and one high school grade level will participate in the CAST Assessment. Baseline data will be used to determine future Science goals.

We will increase by 3% the number of students who participate in and demonstrate college preparedness in the Early Assessment Program. ELA 69%-72% and Math 52%-55%.

## Actual

Student performance in Mathematics within the combined “Ready” and “Conditional Ready” categories from the EAP measured change from 2016-17 to 2017-18 and indicated the following:

MBHS: 48% to 52%, + 4 percentage points  
SLOHS: 68% to 63%, -5 percentage points  
PB: 6% to 6 %, No change  
SLCUSD: 64% to 65%, +1 percentage point

The Youth Truth survey results showed an increase in positive student perception around college and career understanding from 2.82 to 2.87 at MBHS and 3.49 to 3.89 at PBHS. SLOHS did not show an increase on this indicator.

Students in grades 5, 8, & HS participated in the operational CAST assessment. This will be the first year of results reported.

This is a baseline year.

**Expected**

In each area of the academic performance standards, our goal will be to move up one level, i.e.: beginning development to initial implementation.

**Actual**

This is a baseline year.

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

Strengthen teachers' depth of knowledge of standards and curriculum in core academic areas.

**Actual Actions/Services**

Math:  
Secondary math teachers attended professional development opportunities during August trainings to assist with lesson development and instructional best practices.

SLCUSD has two elementary math leads and ten elementary site math support teachers. The math leads worked with the site math support teachers to design and present professional development around best practices in mathematics

**Budgeted Expenditures**

- A. \$35,730
- B. \$9,400
- C. \$15,500
- D. \$133,000
- E. \$1,000
- F. \$2,000
- G. \$9,000

**Estimated Actual Expenditures**

- A. \$35,730
- B. \$9,400
- C. \$15,500
- D. \$133,000
- E. \$1,000
- F. \$2,000
- G. \$9,000

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

education. There are three meetings throughout the school year for the team to meet and the math leads work with the support teachers throughout the school year to problem solve and answer questions around mathematics implementation.

Math multiplication flashcards for 3rd and 4th grade were ordered by teacher request and sent to sites.

Bridges training was provided to new teachers at the new teachers academy in August.

CPM Math training was provided to new teachers. A 3-day workshop took place in August.

ELA/ELD:

Three Literacy Lead classroom teachers built their leadership capacity by working with ELA TOSA to design and run Literacy Support Teacher meetings. The

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

ELA TOSA included the two Leads in the planning for the first meeting of the year, then modeled how to run the meeting. Each of the three meetings for the year were structured to include: 1) new learning; 2) discussion of Diversity through literacy; and 3) team planning time for school teams to plan the PD that they brought back to staff meetings.

Two leads also attended the California Reading Association Conference in fall and brought back new learning to share with the group. The two lead teachers planned for the December Meeting with the TOSA and then led the meeting together while the TOSA observed and gave feedback. This gradual release model worked well to build longevity in leadership for the Literacy Support Teacher Group.

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

We have piloted reading curriculum materials in 6th grade. Two new reading units of study were purchased and distributed in fall. All 6th grade reading teachers are piloted the curriculum and then shared resources and experiences at the after school collaboration meetings. Additional texts have also been purchased to support ensuring the texts read are appropriate for 6th graders. Some teachers have even found replacement texts that match HSS standards!

A 6th grade suggested ELA Scope and Sequence was completed Summer 2018 and reviewed February 2019.

The first grade level collaboration meeting in September had good turn out and great discussions about substitute mentor texts for one of the new units. A sixth grade classroom teacher led this

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

group to ensure longevity in leadership in this area. The end of the year meeting in April continued discussion about finding and purchasing appropriate texts to teach the Units of Study that all 6th grade reading teachers present agreed to use. A book list of titles was selected to purchase in the 2019-20 school year to support the Historical Book Club.

Thirty teachers, grades Kinder-5th, piloted two different curriculums that align with our Comprehensive Literacy Model. Teachers collaborated with each other to navigate these curriculums and decide how to best fold them into their day and their classes' needs. The group came together in late April to discuss their experiences. It was decided that all district K-1 teachers will pilot Lucy Calkins Phonics Units of Study. Grades 3-6 will pilot various other

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

programs.

Funds to purchase read-aloud books to support reading adoption, including culturally responsive texts, were allocated to sites based on enrollment numbers. A master book list was created at the district level to provide suggestions for use of this money. School sites made and purchased selections in March.

Funds to purchase primary leveled texts to support volume independent reading, including culturally responsive texts, were allocated to sites based on enrollment numbers. A master book list was created at the district level to provide suggestions for use of this money. School sites made and purchased selections in March.

Funds to purchase a variety of levels of text sets to support

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

student reading and research, including culturally responsive texts, were allocated to sites based on enrollment numbers. A master book list was created at the district level to provide suggestions for use of this money. School sites made and purchased selections in March.

The ELA TOSA and the District Librarian partnered with the SLO City County Head Children Librarian and library techs to identify titles that support teaching HSS, keeping in mind the HSS Framework and FAIR Act directives of teaching history through multiple and diverse lenses. Teachers and library techs previewed titles and made purchases in March. Books are provided for both classroom library collections and school library collections.

Titles were identified that were diverse and aligned with the first

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

Reading Unit of Study for each grade level. Books were purchased and distributed in Fall 2018, along with support materials indicating where they align to reading curriculum, and having meaningful conversations around diverse books. Each Literacy Support Meeting revisited how to provide windows and mirrors to students through books in the classroom and school libraries.

Books were selected by Instructional Services staff, teachers, and library techs and were purchased in April. As per principal request, the focus of the texts chosen are on HSS topics with a lens of diversity and multiple perspectives. This aligns with the FAIR Act, and the ongoing work of infusing diverse books into our schools.

Two additional days of for support for English teachers

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

were provided at the secondary level.

EL TOSA and Science TOSA conducted informal planning for Science PD Integration days in April.

EL TOSA has presented to some secondary Science teachers and is continuing the process of providing PD through the secondary Science days. Additionally, the EL TOSA has worked with at least one site to develop and provide on-going PD across this school year, tied to Shadowing days.

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Strengthen classroom instructional strategies based on the Danielson Framework for Teaching.

Activities happened during staff meetings to support teachers' growth with the Danielson Framework. Principals conducted a training during

- A. \$31,500
- B. \$22,321
- C. \$76,400
- D. \$45,200

- A. \$31,500
- B. \$22,321
- C. \$53,400
- D. \$45,200

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

principal meetings on the same.

Teachboost was purchased for use in evaluation. Teachscape was purchased and used for calibration of evaluators.

Elementary district math leads met with site leads to bring math topics back to individual sites. They meet on a regular basis and bring professional development topics to staff meetings.

Secondary math teachers have participated in professional development in August that emphasized best instructional practices and teacher collaboration.

Think Tanks were canceled after low attendance early in the year. Professional development for ELA is delivered through Literacy Support Teachers at staff meetings following Literacy

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

Support Teacher meetings.

EL TOSA and ELA TOSA have started conversations about integration.

Summer planning time was provided to sites for year-long planning.

Select principals have been involved in professional development as needed with ELA TOSA. There was also a school visit to Baywood Elementary.

At the January principal meeting, PD was provided around the RUOS and SBAC.

Sites submitted plans for EL Shadowing. Teachers were released to observe and collect data on EL students. Data was reviewed.

Outside consultant for Reading

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Professional Development worked with staff at Smith Elementary, a focus school for low performance. Two 2-day trainings occurred with all staff K-6. Model lessons were conducted and release time provided.

Director of Instructional Services has asked sites for Shadowing plans. EL TOSA is working with one middle school who has chosen to focus on RFEP or “Ever EL” Shadowing.

Principals were provided with professional development opportunities including conferences, workshops, and after school training.

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Strengthen Next Generation Science Standards Plan.

All elementary schools have a Science Support Teacher who

A. \$91,509  
B. \$7,500

A. \$91,509  
B. \$7,500

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

supports materials management, delivering short PDs throughout the year, and curriculum implementation. These teachers are also supported by two district Science Lead teachers. Some of these teachers were sent to the state science conference to bring back information and strategies to support our science program and teachers. The two Science Leads also attended a FOSS summer training on new updates to the curriculum, and one of the Leads attended a NGSS summer training at the Exploratorium.

Middle school teachers were trained on CDE approved curriculum evaluation tools and used to select instructional resources to pilot and adopt by the end of this year. These tools have embedded professional learning and application in their use. After pilot it was determined

C. \$77,000  
D. \$7,800  
E. \$28,000

C. \$77,000  
D. \$7,800  
E. \$28,000

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

none of the materials were adequate and we will pilot again next year with new materials.

High school teachers continue to use release days for collaborative course planning and refinement. These days provide teachers to reflect on their instruction in regards to matching NGSS instructional shifts and continue aligning instruction, learning, and assessment to the goals of NGSS.

Elementary Science Leads led PD trainings that Science Support teachers presented to their sites. The Science Leads met with Support Teachers early 2019 to discuss K-5 science implementation successes and needs. Science Leads met and trained the Support Teachers during the year.

Funds to purchase NGSS-

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

aligned trade books were allocated to sites based on enrollment numbers. A master book list was created this summer to provide suggestions for use of this money. School sites made and purchased selections in March.

Amplify Science and IQWST units were purchased based on 6th grade science teacher preference. These units were used to support instruction in Fall 2018 and serve as a temporary resource until pilot was complete and instructional materials purchased. However, pilot did not result in adoption and will be revisited.

To support FOSS materials management, an easy-to use material ordering document has been created and distributed to sites. All elementary teachers have been trained on how to use this tool to efficiently order

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

materials. This materials ordering system will be modified slightly next year to help mitigate some of the inefficiencies that have been experienced this year.

Site-based science support teachers are responsible to facilitate materials ordering and distribution.

K-6 science and HSS grade level days occurred in April 2019, where grade level teams of teacher leaders prioritized science investigations to facilitate subject integration and instructional efficiency.

High school science teachers have met for subject specific planning days to collaborate on changes to instruction and assessment. Changes to instruction have resulted in a greater focus on student-centered inquiry. Teachers have also begun administering their

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

own assessments in Illuminate. NGSS item banks are becoming available from Illuminate and these could be helpful in supporting future assessment changes.

Elementary Science Lead and Support teachers have developed and delivered one science mini-PD session at all elementary school sites. Future meetings are scheduled to monitor elementary science program needs and tailor future PD to address needs.

Middle school science teachers have attended the state science conference to look at published materials and attended a county science publisher fair. CDE approved evaluation tools were used to review and select publishers and decide resources to pilot throughout Spring 2019. No materials were approved and so they will work with the

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

Science Materials Adoption Committee to recommend materials for adoption by June 2020.

Health teachers were released to attend a training on Human Trafficking Prevention and learn how to use the provided resources to address instructional needs.

Copies of the Positive Prevention Plus (sexual health curriculum) resource were purchased based on secondary site needs.

Middle school health teachers met for a paid planning day during summer to plan new middle school health course. They have paid after school planning meetings to continue collaborating and sharing resources.

Science materials and equipment have been and will

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

continue to be purchased on an ongoing basis based on the identified needs of teachers.

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue HSS Implementation Plan.

All Elementary sites took part in a training on the new framework with a focus on the introduction to the framework and chapters 13 and 20. Each site principal conducted a training with teachers on the same material.

A principal group worked on a year-long plan for the development of HSS and knowledge of the framework at sites. The HSS Implementation timeline was changed to reflect progress and updated for actions next year.

- A. \$7,000
- B. \$2,000
- C. \$3,000
- D. \$4,000
- E. \$3,000
- F. \$1,000

- A. \$7,000
- B. \$2,000
- C. \$3,000
- D. \$4,000
- E. \$3,000
- F. \$1,000

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

Create and develop effective CTE pathways

**Actual Actions/Services**

Monthly meetings with CTE staff with agenda and minutes were held, as well as monthly meetings with assistant principals in charge of CTE.

Each pathway has submitted their course sequence for a-g approval. Each pathway has had advisory members that participate through advisory committees, class visits, Just 1 job fair and/or site visits.

Marketing material was developed to be included in the 2020 course catalog that details CTE pathways, dual enrollment, and a-g requirements.

As a district, we have supported FFA, Skills USA, and FCCLA. Grant funds have been used to provide student opportunities in regional, state, and national student leadership conferences.

To develop strong industry

**Budgeted Expenditures**

- A. \$144,273
- B. \$171,000
- C. \$42,000
- D. \$9,500

**Estimated Actual Expenditures**

- A. \$144,273
- B. \$171,000
- C. \$42,000
- D. \$9,500

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

partnerships, we held a twice yearly district advisory with community business people and educators. Once a year we have held pathway specific advisories and the Just 1 event.

CTE TOSA met monthly with Cuesta dual enrollment coordinator, Sabrina Robertson, to strengthen system articulation and coherence. The CTE TOSA worked with the middle schools with the "Communicate CTE" mini grant to strengthen system articulation.

Just 1 Job Fair provided each junior and CTE capstone student a chance to have interview practice with 3 industry partners with the opportunity to pursue a job shadow, a mentorship, an apprenticeship or a paid job.

Using statistics from the Economic Vitality Corporation, we reviewed job numbers as a

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

district advisory committee to stay relevant with the job market. Teachers reviewed the job data once last year and each CTE course outline has listed the jobs and job skills that have been taught to the students.

Each CTE teacher was required to do four professional development days. Two were district sponsored, one was their CTSO, and one PD was designed for the teacher to improve their industry knowledge by doing an externship, or by bringing an expert into the classroom or learning a new skill appropriate to the industry they for which have been teaching. This included knowledge obtained for teachers to certify students in the industry for which they teach.

As a district, we charted our CTE completers combined with a-g completers to determine

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

where we were with our goal of having students College and Career ready. As a CTE staff, we reviewed how to communicate clear pathways to students. As required by the state, Perkins, and CTEIG, we reported where students were going after high school and how they used their pathway experience. This included apprenticeships, the military, a job, a community college, a university, or other career training program.

We developed CTE pathway brochures, completer posters, and a website.

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Enhance and modernize Music programs.

Director and elementary music specialists met three times to discuss changes and enhancements to the music program. Purchased 6 saxophones from our discussions.

Secondary band and choir teachers continued to modernize their programs with additional collaboration and funding in order to support performance opportunities, travel, and instruments for students in need.

- A. \$800
- B. \$110,000
- C. \$3,000

- A. \$800
- B. \$110,000
- C. \$3,000

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

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The implementation of Goal 1 actions/services developed in the LCAP was completed with the exception of two actions that were only partially completed. Professional development, modeling, resources and assistance with lesson development and instructional best practices were implemented in mathematics. Math site leaders supported teachers through continued collaboration and professional development with our fully-aligned K-Algebra 2 curricula. New teachers were supported and grade/course specific collaboration sessions were offered. These actions strengthened our overall math program and teaching. ST Math was rolled out to all elementary schools and used for intervention for secondary schools. More work needs to be done in the area of intervention in math K-12.

In ELA/ELD, professional development and resources were provided to support elementary teachers in the third year of implementation of reading curriculum. Sixth grade teachers were supported with ongoing collaboration and piloting of reading curriculum. Books were purchased to support reading adoption at all sites, including bilingual books. In secondary, teachers were supported with ongoing professional development and development of teacher leaders. Units, lessons, and assessments were developed. EL shadowing professional development, to increase student opportunity for academic language and engagement, took place at some school sites. As we better learn and conduct data cycles with targeted students EL, SED, HFY, we have seen increases in these subgroups scores.

Utilizing Teachscape, all administrators were calibrated to increase efficacy in understanding the Danielson Framework for instruction. As part of our efforts to improve instructional practices, all administrators utilized the Teachboost Program for teacher observations and evaluation.

In Science, teacher leaders were developed at each site through continued collaboration and professional development. All elementary teachers taught a minimum of two of the NGSS modules. Secondary Science teachers developed curriculum to align with NGSS expectations. Materials were purchased aligned to curriculum.

We did not get as far with our work on HSS as we had hoped. All teachers at elementary were exposed to the basics of the framework on HSS and explored the standards. Secondary teachers met to develop skills on civil dialogue to take back to the classroom.

CTE pathways were created and developed.

Our elementary music and secondary band and choir programs were enhanced through purchase of needed instruments and materials, and offering professional development opportunities. Additionally, music teachers reached out to unduplicated students to ensure equitable participation in music programs.

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

Student performance in mathematics, as measured by the CAASPP, indicated a maintenance from the previous year (62% to 62%). LCFF Rubric for Mathematics Achievement indicated that SLCUSD is performing at the high (green) level.

Student performance in ELA, as measured by the CAASPP, indicated a 2-point percentage increase from the previous year (67% to 69%). LCFF Rubric for English Language Arts Achievement indicated that SLCUSD is at the high (green) level.

Common Assessment results also indicate growth from the previous year in the percentage of students who are meeting standards in all grades for mathematics. Reading Common Assessment results indicate continued progress for grades K-2, and increased growth for grades 4-6. K-6

Writing results indicate a growth of 5 percentage points. Secondary ELA assessment results increased in varying degrees. Overall, the actions/services proved effective in supporting all students to achieve academic gains in mathematics and ELA. Gains were made by unduplicated students in both mathematics and ELA. SLCUSD outperformed county and state results for those subgroups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our menu of after-school professional development sessions around ELA/ELD on a trimester basis (Think Tanks) were canceled after low attendance early in the year. Professional Development for ELA was delivered through Literacy Support Teachers at staff meetings following Literacy Support Teacher meetings. As a result, we spend \$2,000 of the originally budgeted \$20,000.

Some schools conducted EL shadowing event but others deemed it was not necessary. As a result, \$5,000 was spent of the originally budgeted \$20,000.

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

Goal 1 will be modified to strengthen our commitment to providing rigorous, relevant, and engaging instruction and curriculum in all core areas, based on student feedback from the Youth Truth survey. Strengthening classroom instructional strategies, based on the Danielson Framework for Teaching, will continue to be central to this goal. A focus on unduplicated students continues to be a priority.

For English learners, we have our initial ELPAC results and have developed improvement goals. Core subject areas of Science, HSS, CTE, and Music will continue to be part of this goal. We will increase our expectations for full implementation of standards-aligned Science instruction and begin implementation of multiyear HSS Plan. CTE goals will continue. The elementary instrument yearly plan has been met, so we will focus on instrument maintenance. We purchased new instruments this year for elementary music.

# Goal 2

All LCAP-identified student groups will achieve substantial academic gains through a multi-tiered system of support.

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

**State Priorities:** 1, 2, 4

**Local Priorities:** Focus 2

## Annual Measurable Outcomes

### Expected

Student performance in mathematics will increase by 5% as measured by the CAASPP for LCAP student groups (green performance level).

Student performance in mathematics will increase by 5% as measured by District Common Assessments for LCAP-identified student groups.

### Actual

Student performance results in mathematics, as measured growth from 2016-17 to 2017-18 by the CAASPP indicated the following:

- All students - 61% to 62%, + 1 percentage point
- NonSED - 74% to 75%, +1 percentage point
- SED - 40% to 41%, +1 percentage point
- EL - 22% to 17%, - 5 percentage points
- RFEP - 53% to 54%, +1 percentage point
- SWD - 17% to 20%, + 3 percentage points

Student performance on District Common Assessments in mathematics indicates:  
K-5 mathematics as measured growth from 2016-17 to 2017-18, end-of-

**Expected**

**Actual**

year District Common assessments:  
All students - 70% to 73%, +3 percentage points  
NonSED - 80% to 83%, +3 percentage points  
SED - 55% to 58%, +3 percentage points  
EL - 44% to 48%, +4 percentage points  
RFEP - 76% to 69%, -7 percentage points  
SWD - N/A% to 42%, N/A percentage points

6th grade mathematics as measured growth from 2016-17 to 2017-18,  
end-of-year District Common Assessments:  
All students - 56% to 49%, -7 percentage points  
NonSED - 69% to 63%, -6 percentage points  
SED - 34% to 31%, -3 percentage points  
EL - 8% to 4%, -4 percentage points  
RFEP - 31% to 49%, +18 percentage points  
SWD - 29% to 22%, -7 percentage points

7th grade mathematics as measured growth from 2016-17 to 2017-18,  
end-of-year District Common Assessments:  
All students 61% to 67%, +6 percentage points  
NonSED 67% to 76%, +9 percentage points  
SED 54% to 49%, - percentage points  
EL 24% to 48%, +24 percentage points  
RFEP 58% to 50%, -8 percentage points  
SWD 19% to 34%, +15 percentage points

8th grade mathematics as measured growth from 2016-17 to 2017-18,  
end-of District Common Assessments:

**Expected**

**Actual**

All students - 82% to 56% , - 26 percentage points  
NonSED - 83% to 61%, -22 percentage points  
SED - 81% to 47%, -34 percentage points  
EL - 71% to 47%, - 24 percentage points  
RFEP - 86% to 51%, - 35 percentage points  
SWD - 44% to 46%, +2 percentage points

Algebra 1 end-of-year District Common Assessment as measured growth from 2016-17 to 2017-18:

All students 67% to 67%, no change  
NonSED 70% to 73%, +3 percentage points  
SED 61% to 56%, - 5 percentage points  
EL 50% to 40%, -10 percentage points  
RFEP 54% to 63%, + 9 percentage points  
SWD 72% to 44%, -28 percentage points

Geometry end-of year District Common Assessment growth from 2016-17 to 2017-18

All students - 63% to 64%, +1 percentage point  
NonSED - 70% to 69%, -1 percentage point  
SED - 37% to 56%, +19 percentage points  
EL - 8% to 40%, +32 percentage points  
RFEP - 42% to 64%, +22 percentage points  
SWD - 38% to 55%, +17 percentage points

Algebra II end-of year District Common Assessment growth from 2016-17\* to 2017-18 (16-17 Incomplete assessment #'s)

All students - 18% to 68%, +50 percentage points

## Expected

Student performance in English Language Arts will increase by 5%, as measured by the CAASPP for LCAP-identified student groups (green performance level).

Student performance in English Language Arts will increase by 5% as measured by District Common Assessments for LCAP-identified student groups.

## Actual

NonSED - 22% to 72%, +50 percentage points  
SED - 5% to 58%, +53 percentage points  
EL - N/A to 22%, N/A percentage points  
RFEP - 14% to 51%, +37 percentage points  
SWD - 0% to 44%, + 44 percentage points

Student performance results in English Language Arts, as measured growth from 2016-17 to 2017-18 by the CAASPP indicated the following:  
All students - 67% to 69%, +2 percentage points  
NonSED - 80% to 82%, +2 percentage points  
SED - 44% to 48%, +4 percentage points  
EL - 16% to 15%, -1 percentage point  
RFEP - 65% to 63%, -2 percentage points  
SWD - 22% to 23%, +1 percentage point

Student performance on District Common assessments indicates:  
  
K-2 reading as measured by growth from 2016-17 to 2017-18, end-of-year BAS District Common Assessment  
All students - 78% to 79%, +1 percentage point  
NonSED - 85% to 86%, +1 percentage point  
SED - 68% to 67%, -1 percentage point  
EL - 61% to 59%, -2 percentage points  
RFEP - 93% to 78%, -15 percentage points  
SWD - 45% to 44%, -1 percentage point

3-6 reading as measured by growth from 2016-17 to 2017-18, end-of-

**Expected**

**Actual**

year SRI District Common Assessment  
All students - 72% to 73%, +1 percentage point  
NonSED - 86% to 86%, no change  
SED - 48% to 54%, +6 percentage points  
EL - 9% to 19%, +10 percentage points  
RFEP - 76% to 70%, -6 percentage points  
SWD - 25% to 32%, +7 percentage points

K-6 writing as measured by growth from 2016-17 to 2017-18, end-of-year On-Demand District Common Assessment  
All students - 65% to 67%, +2 percentage points  
NonSED - 75% to 77%, +2 percentage points  
SED - 50% to 53%, +3 percentage points  
EL - 45% to 49%, +4 percentage points  
RFEP - 56% to 55%, -1 percentage point  
SWD - 29% to 32%, +3 percentage points

6th (LOMS) ELA Narrative Common Assessment as measured growth from 2016-17 to 2017-18:  
All students 39% to 64%, +25 percentage points  
NonSED - 45% to 71%, +26 percentage points  
SED - 32% to 58%, +26 percentage points  
EL - 0% to 0%, no change  
RFEP - 39% to 53%, +14 percentage points  
SWD - 14% to 54%, +40 percentage points

6th (LOMS) ELA Informational/Explanatory Common Assessment as measured growth from 2016-17 to 2017-18:

**Expected**

**Actual**

All students 43% to 57%, + 14 percentage points  
NonSED 55% to 52%, -3 percentage points  
SED - 29% to 63%, +34 percentage points  
EL - 0% to 0%, no change  
RFEP - 18% to 50%, +32 percentage points  
SWD - 14% to 50%, +36 percentage points

6th (LOMS) ELA Argumentative Common Assessment as measured growth from 2016-17 to 2017-18:

All students 38% to 71%, +33 percentage points  
NonSED - 45% to 73%, +28 percentage points  
SED - 32% to 68%, +36 percentage points  
EL - 14% to 50%, +36 percentage points  
RFEP - 36% to 87%, +51 percentage points  
SWD - 9% to 57%, +48 percentage points

7-8 ELA Narrative Common Assessments growth from 2016-17 to 2017-18:

All students -60% to 70%, +10 percentage points  
NonSED - 69% to 78%, +9 percentage points  
SED - 43% to 55%, +12 percentage points  
EL - 19% to 39%, +20 percentage points  
RFEP - 41% to 57%, +16 percentage points  
SWD - 24% to 36%, +12 percentage points

7-8 ELA Informational/Explanatory Common Assessments growth from 2016-17 to 2017-18

All students -68% to 76%, +8 percentage points

**Expected**

**Actual**

NonSED - 75% to 83%, +8 percentage points  
SED - 55% to 62%, +7 percentage points  
EL - 40% to 31%, -9 percentage points  
RFEP - 54% to 70%, +16 percentage points  
SWD - 44% to 43%, -1 percentage point

7-8 ELA Argumentative Common Assessments growth from 2016-17 to 2017-18

All students -75% to 68%, -7 percentage points  
NonSED - 83% to 75%, -8 percentage points  
SED - 58% to 56%, -2 percentage points  
EL - 25% to 31%, +6 percentage points  
RFEP - 61% to 67%, +6 percentage points  
SWD - 25% to 30%, +5 percentage points

9-12 ELA Narrative Common Assessments growth from 2017-18 (Baseline Year)

All students -76%  
NonSED - 82%  
SED - 64%  
EL - 44%  
RFEP - 65%  
SWD - 32%

9-12 ELA Informational/Explanatory Common Assessments growth from 2016-17 to 2017-18

All students - 62% to 74%, +12 percentage points  
NonSED - 68% to 81%, +13 percentage points

**Expected**

District generated, inside regular classroom (IRC) data will indicate a 2% increase in the time special education students spend in general education classrooms.

Results of parent survey will indicate 90% approval rating for Pacheco 90/10 program.

**Actual**

SED - 44% to 59%, +15 percentage points  
EL - 14% to 34%, +20 percentage points  
RFEP - 47% to 61%, +14 percentage points  
SWD - 23% to 37%, +14 percentage points

9-12 ELA Argumentative Common Assessments growth from 2016-17 to 2017-18

All students - 67% to 74%, +7 percentage points  
NonSED - 73% to 81%, +8 percentage points  
SED - 52% to 59%, +7 percentage points  
EL - 37% to 35%, -2 percentage points  
RFEP - 57% to 64%, +7 percentage points  
SWD - 31% to 46%, +15 percentage points

For school year 2017-2018, SLCUSD met the CDE directed IRC/ORC percent, posting 51.7 % of our students with IEP's at 80% or more IRC. This is up from 49.9% noted in the previous year.

March, 2018 District IRC = 51.83%  
November, 2018 District IRC = 53.80%

1.97% increase in IRC, just under the 2% goal.

Results of the parent survey indicate 88% of Pacheco parents surveyed agreed or strongly agreed that the bilingual program is meeting their expectations.

**Expected**

We will increase our English learner redesignation rate from 14% to 16% during the 2018-2019 school year.

We will see an increase of 3% in the number of subgroup students who participate in band and choir. In addition, we will see an increase of 3% in the number of subgroup students who take AP classes.

**Actual**

The 2017-18 RFEP rate was 14.3 for SLCUSD. For California, it was 14.6. The redesignation rate is not necessarily a metric that will continue to grow.

Participation of subgroup students in band and choir increased by 3 percentage points from 2017-18 to 2018-19 (21%-24%). The percentage of subgroup students enrolled in AP classes decreased by 1 percentage point from 2017-18 to 2018-19 (26%-25%).

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

Strengthen district-wide multi-tiered system of support for meeting student's individual needs in academic areas.

**Actual Actions/Services**

Program Specialists throughout SLCUSD schools coordinated all Section 504 Plans.

Through Counseling and School Psychologists meetings, combined with information gathered at the CDE sponsored Mental Health and Secondary

**Budgeted Expenditures**

- A. \$942,913
- B. \$30,000
- C. \$30,000
- D. \$233,535
- E. \$124,000
- F. \$3,000

**Estimated Actual Expenditures**

- A. \$941,913
- B. \$30,000
- C. \$30,000
- D. \$233,535
- E. \$123,000
- F. \$3,000

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

Students Conference and Dr. Clayton Cook Presentation, MTSS in student wellness has progressed.

We have fully transitioned to the online enrollment process and applications are open. Courses are being offering include online and traditional history and math for incoming 9th-12th graders for original credit/grade recovery/credit recovery; online health for incoming 9th-12th original credit/grade recovery/credit recovery; online English for incoming 10th-12th graders grade recovery/credit recovery. Summer Experience applications are open for incoming middle school students.

Extended School Year for those student who qualify is currently being planned.

The AVID program continues to

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

strengthen with supports and continued dedication. The cost of AVID membership was paid. AVID teachers are paid for at each secondary site except for LOMS. LOMS is in a transitional year with AVID as they refocus their program. Middle school and high school students attended college trips. Members of each secondary school staff attended the national AVID conference in order to further develop understanding of AVID programs and effective implementation. The AVID leadership group from each site is meeting on an ongoing basis to formulate plans for site-level AVID implementation. Staff members, including teachers and administrators, will attend the AVID Annual Conference in San Diego and Anaheim in June and July.

College and Career Center Specialists were hired for both

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

comprehensive high schools.

The technology department purchased SST form software that integrates with our current Student Information System (PowerSchool Form Builder) in order to assist with SST forms.

Brandie Rosen, Behavior Specialist and consultant, provided Part II of Reinforcement Training for all elementary general education and special education teachers in August 2018.

Professional development for elementary RSP teachers in the area of Supporting Behaviors among students with IEPs was not implemented in 2018-19. Staff had received training in 2017-18 and department determined that the need was not present in 2018-19.

Intervention TOSA coordinated

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

additional teacher review of APEX online courses that are used for secondary credit recovery and acceleration opportunities. Additionally, Intervention TOSA is working to define the number of online credits a student is able to take. Online courses are currently offered at the comprehensive high schools for credit/grade recovery and alternative high schools for credit/grade recovery and original credit. Online courses will be used during summer school in addition to traditional courses.

At the four comprehensive secondary school sites, intervention classes were supported. Teachers were supported with class sections for students.

Thirty percent of a salary of the Adult School Coordinator was utilized in order to provide

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

opportunities and academic support for Pre-K and adult learners through our adult school.

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Strengthen math supports for students needing interventions and accelerations, including personalized learning opportunities.

Bridges professional development was provided for all new and interested RSP teachers in Spring 2019.

Math leads conducted trainings on implementation of Bridges intervention materials.

ST Math was purchased and used in all elementary sites and for intervention in secondary schools.

A. \$4,000  
B. \$6,500  
C. \$93,972

A. \$4,000  
B. \$6,500  
C. \$93,972

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Strengthen ELA/ELD supports for

Leveled Literacy Intervention

A. \$400

A. \$400

**Planned Actions/Services**

students needing interventions and accelerations, including personalized learning opportunities.

**Actual Actions/Services**

was provided to all elementary sites. Students were monitored for progress and groups adjusted accordingly.

LLI TOSA worked with site LLI specialists to monitor instruction and student progress. TOSA worked with individual sites to troubleshoot problems and calibrate.

A specific upper elementary intervention program pilot was budgeted for, but was not piloted

Intervention TOSA supported the Director of ISLA in surveying intervention implementation at the secondary level and looking for gaps. Current interventions include Literacy through Read 180 at the middle schools based on reading achievement, and at the high schools based on special education course enrollment. Read 180 C (high

**Budgeted Expenditures**

- B. \$135,500
- C. \$17,161
- D. \$5,000
- E. \$22,500
- F. \$32,000
- G. \$6,000

**Estimated Actual Expenditures**

- B. \$135,500
- C. \$17,161
- D. \$5,000
- E. \$17,500
- F. \$32,000
- G. \$6,000

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

school level) professional development has been provided. Additionally, math intervention courses are offered at both high schools.

Materials and supplies were purchased for More Intensive SDC classrooms, specifically, SANDI and Edmark purchased. SANDI training was provided for all users as well.

Hourly teacher time was paid in order to administer, proctor, and score English placement assessments at the middle school level in order to assess Accelerated English Placement.

Readwell and Sondag System were purchased for four of our elementary sites to pilot for implementation in 2019-2020. Sondag was selected by the piloting teachers, with purchase pending in 2019-2020 LCAP.

## Action 4

### Planned Actions/Services

Strengthen academic supports for English learners.

### Actual Actions/Services

6.7 FTE for EL and Intervention Specialists were funded for all of our elementary sites. EL instructional aides were also funded at the secondary sites and at our elementary dual immersion site.

Program support was provided to Pacheco 90/10 for intervention teachers and instructional bilingual aide support. Books and bilingual materials were purchased to support program.

Rosetta Stone is available for students at Initial ELPAC “Novice” and Summative ELPAC 1 and 2 in grades 3-12.

Long-term English learner materials are available for middle schools to implement a course. At this time, LTEL courses are not being utilized. Based on feedback from the Federal

### Budgeted Expenditures

- A. \$602,202
- B. \$20,000
- C. \$369,357
- D. \$15,000
- E. \$4,000
- F. 6,750

### Estimated Actual Expenditures

- A. \$602,202
- B. \$20,000
- C. \$369,357
- D. \$15,000
- E. \$0
- F. 6,750

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Program Monitor, the EL TOSA and the Director of Instructional Services are developing a plan for ELD in SLCUSD that will incorporate LTEL student instruction.

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Strengthen support for special education students with an emphasis on inclusion.

District expert, Eileen Davis, presented Unique and Sopris West to her More Intensive SDC peers in December 2018 during an elementary PD day.

Several current Special Education teachers have attended conferences with a focus on Inclusion. Inclusion training for elementary staffs was provided in Spring 2019.

Paraeducators are being trained by SSS Program Specialists at monthly Late Start Training sessions. Elementary

- A. \$8,800
- B. \$3,500
- C. \$14,500
- D. \$12,500

- A. \$8,800
- B. \$3,500
- C. \$14,500
- D. \$12,500

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

paraeducators also had two 90-minute trainings during the November conference week and another two sessions in March. Topics included: Crisis Prevention Review, Behavior Regulation; Teaching Interactions; Prompting and Shaping; Social Narratives; and Sensory Regulation.

Four elementary Resource Specialists piloted curriculum for future implementation by all elementary RSP in the area of dyslexia. Training was provided by Paso Robles USD and observation of peers using the curriculum was provided.

SLP and select school psychologists attended state conferences to explore eligibility areas, strategies and compliance issues.

In October, approximately 75 students participated in a five

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

event Unified Sports Track Meet at SLOHS. General education students supported the event by practicing with their buddies in advance, modeling competitive athletic behavior during the meet, and supporting buddies in getting to the right events. Social bonding was further enhanced by eating lunch together. In early February, teams from SLCUSD attended an All Inclusive Special Olympics in Atascadero and, in May, a Soccer Shootout was held at Morro Bay High School.

Student Support Services worked with two schools (Los Ranchos and Los Osos Middle School) to share the cost of materials for Movement (Sensory) Rooms on their campuses. Another elementary school is currently in the process of compiling a list of materials to purchase.

**Action 6**

**Planned Actions/Services**

Strengthen pre-Kindergarten academic learning opportunities for English learners and socio-economically disadvantaged students.

**Actual Actions/Services**

Success for All Preschool Program was provided with fully credentialed teachers for English learners and socio-economically disadvantaged preschool age children at three district sites.

Instructional aides were provided for the preschool program according to the ratio of teachers to students.

A consumable material allocation was provided to preschool classrooms.

Ongoing professional development was conducted at monthly meetings in math and science with preschool teachers.

The Student Support Services Program Specialist worked with general education and special education preschool staff, attending monthly Early Learning

**Budgeted Expenditures**

- A. \$270,783
- B. \$176,034
- C. \$500
- D. \$1,500
- E. \$14,000

**Estimated Actual Expenditures**

- A. \$270,783
- B. \$176,034
- C. \$500
- D. \$1,500
- E. \$14,000

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Team meeting to create a flow chart for RTI and referrals to PEEP using the Ages and Stages Questionnaire. The SPED preschool team also shared a packet of Speech Language Preschool Strategies with Early Learning Team in response to questions around how to support students in class.

Licensing fees for preschools were paid.

Raising a Reader fees were paid at preschools and C.L. Smith and Del Mar TK classrooms.

Hourly time was provided for training for preschool aides.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The implementation of Goal 2 actions/services developed in the LCAP were completed with the exception of three actions. District-wide multi-tiered system of support for meeting student's individual needs in academic areas was provided through coordinated and strengthened interventions.

Three preschool programs were provided for families who would otherwise not be able to access preschool. Additional support was included in our TK classrooms. A full time EL/Intervention TOSA coordinated district interventions, including supplemental support for English learners. Summer School, with transportation, was implemented for English learners, socioeconomically disadvantaged students, and others needing credit recovery. AVID, Leveled Literacy Intervention, online math interventions, Bridges math intervention, and secondary intervention classes were all part of the coordinated effort to close the achievement gap for LCAP-identified student groups.

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

The overall effectiveness of the actions/services is measured by student achievement. Student performance in mathematics as measured by the CAASPP indicated a 1-point percentage increase from the previous year (40% to 41%) and a 5-point percentage drop for our English learners (22% to 17%). California School Dashboard Academic Indicator in mathematics for our English learner (EL) group was at the orange performance level with a status of low, showing an decrease from the prior year. Performance for socioeconomically disadvantaged (SED) student group is at an yellow performance level with a status of low, which maintained from the prior year.

In ELA, student performance, as measured by the CAASPP indicated at 4 percentage point gain (44% to 48%) for our SED student group and 1 point decrease in the EL student group (16% to 15%). California School Dashboard Academic Indicator for our EL students was at orange and for SED students was at the orange performance level with a status of low and maintained from the prior year.

Common assessment results for this year demonstrate growth or flat in elementary performance for both our EL and SED student groups in

mathematics, reading (3rd-6th), and writing from the previous year in the percentage of students who are meeting standards. Secondary common assessments results indicate growth in performance for both our EL and SED students groups in mathematics. Revised secondary ELA assessments will be used as a baseline to measure future growth.

Inside Regular Classroom data indicated a decrease, as opposed to the increase we would have liked to see. While data reporting may have led to a portion of the decrease, it's more likely that the greater number of students in our SDC classrooms have contributed to the change.

Results of parent survey indicated an 88% approval rating for Pacheco 90/10 program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not pilot any upper elementary intervention programs. We looked for programs to pilot but did not find any that met our criteria. This resulted in a \$5,000 difference between budgeted expenditures and actual expenditures.

This will be an activity for the 2019-20 school year.

Professional development for elementary RSP teachers in the area of Supporting Behaviors among students with IEPs was not implemented in 2018-19. Staff had received training in 2017-18 and department determined that the need was not present in 2018-19. This resulted in a \$2,000 difference between budgeted expenditures and actual expenditures.

Long-term English learner materials are available for middle schools to implement a course. At this time, LTEL courses are not being utilized. Based on feedback from the Federal Program Monitor, the EL TOSA and the Director of Instructional Services are developing a plan for ELD in SLCUSD that will incorporate LTEL student instruction. This resulted in a \$4,000 difference between budgeted expenditures and 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 will be modified to focus more directly on our LCAP-identified student groups achieving significant gains to close the achievement gap through a multi-tiered system of support. Specifically, EL/Intervention Teacher on Special Assignment (TOSA) will work directly with each of our school sites to coordinate interventions, including ELD services, to enhance multi-tiered system of academic support including equitable practices. Successful interventions will be continued based on data analysis, including online personalized learning. Leveled Literacy Intervention (LLI) and Read 180 will be

strengthened through ongoing professional development and data analysis with teachers. Research on possible upper elementary reading intervention will be added with a possible pilot of materials. All professional development offerings will include embedded strategies for supporting English learners with designated/integrated ELD. After FPM findings, designated ELD PD, as well as changes in secondary class schedules, will be instituted.

Early intervention preschool program for LCAP-identified students will be an important component of this goal, as well as strengthening support for special education students with an emphasis on inclusion.

# Goal 3

SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.

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

**State Priorities:** 3, 5, 6, 7

**Local Priorities:** Focus 3

## Annual Measurable Outcomes

### Expected

The results on the SLCUSD elementary parent survey will indicate that 90% of parents agree or strongly agree to positive statements regarding areas of safety and respect.

100% of parents involved in Success for All Preschools will participate in monthly parent involvement/education activities.

### Actual

The results on the SLCUSD elementary parent survey indicated the following number of parents agreed or strongly agreed with the following statements:

My child is safe at school: 89.6%

My child is safe going to and from school: 89.3%

The teachers show respect for the students: 94.1%

The students show respect for other students: 77.2%

85% of parents involved in Success for All Pre-Schools participated in monthly parent involvement/education activities.

Healthy Kids Survey will indicate an increase in positive indicators in the area of School Developmental Supports, Connectedness and Academic Motivation by 3% for our 7th graders, 3% for our 8th graders, and 3% for our 9th graders.

The Healthy Kids survey is administered every two years. The results were as follows:

School Developmental Supports (2018 compared to 2016)

7th grade decreased by 14%

9th grade increased by 3%

11th grade decreased by 3%

School Connectedness (2018 compared to 2016)

7th grade decreased by 10%

9th grade decreased by 4%

11th grade decreased by 11%

Academic Motivation was not reported on.

Records of counseling support will increase by 2% in the number of students served, including socio-economically disadvantaged students and English learners.

This year's records are not yet available. They will be reported on in next year's LCAP.

Attendance data will indicate a decrease in chronic absenteeism by 1%.

The Chronic Absentee rate for 2018 was 8%. This is base year used to compare in the future.

Suspension rates will decrease for all students and LCAP student groups by .3% or more, as prescribed and measured by the California School Dashboard.

In 2018, the overall suspension rate increased slightly from 2.2% (2017) to 2.4%. However, suspension of foster youth decreased from 11.3% (2017) to 8.9%. Similarly, suspensions of students with disabilities decreased from 6.1% (2017) to 5.6%. Suspension of Hispanic students did increase slightly from 2.8% (2017) to 3.1%.

Expulsion data will indicate a decrease (to 10 students) in expulsions as measured by district data (13 students as of March 31, 2018).

Expulsions increased slightly in from .12% (10 students) in 2017 to .16% (13 students) in 2018.

Attendance data will indicate an increase in school attendance rates to 95.75% (95.25% as of March 31, 2018).

Average Daily Attendance is up slightly this year over last year so far. 95.66% compared to last year at the same time - 95.55%

Dropout rates in middle school will maintain at zero students.

We had one student dropout at the middle school level in the 2017-18 school year.

Dropout data will indicate a decrease in high school dropout rate to 0 students (12 students for the 2016-17 school year).

There were 8 dropouts at the high school level for 2017-18, down from 12 the previous school year.

Graduation data will indicate an increase in graduation rate to 98%.

The CDE has delayed the release of graduation data for the 2017 cohort.

Youth Truth survey results will indicate a 5% increase in positive student perceptions around relationships with peers (bullying).

Middle school surveys indicated a decrease in positive school experiences while our high schools experienced moderate gains in this area.

Middle School, Relationships: 2017 - 54%; 2018 - 48%  
 High School, Relationships: 2017 - 41%; 2018 - 42%

Youth Truth survey results will indicate a 1-point increase (on a 5-point scale) in students' positive perception around student engagement.

Middle school surveys indicated a decrease in student engagement while our high schools experienced moderate gains in this area.

Middle School, Engagement: 2017 - 63%; 2018 - 55%  
 High School, Engagement: 2017 - 51%; 2018 - 51%

All administrators will participate in a year-long equity professional development series designed to create awareness and analyze current practices.

All administrators participated in various equity activities including 3 days with 2 different equity consultants and did activities that they brought back to sites. Opening doors and civil dialogue were the themes of these days.

## Actions/Services

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

### Action 1

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Enhance social-emotional support, including counseling model to ensure support for families and students in need, while increasing connections with community-based organizations.

Mental Health services throughout the district (counselors, psychologists, MFT, MFTi) communicated to plan programs at their sites.

All school sites have a PPS counselor supporting students and families respective to their school size and student need. MFT or MFTi clinicians are available at all school requesting the service.

Family Advocates have provided services/direct supports to over 320 unique families so far during the 2018-19 school year.

Several elementary and secondary counselors participated in trainings to support our students and families such as Trauma informed Care for Homeless and Foster Youth and MTSS for Mental Health with Dr. Clayton Cook

- A. \$446,700
- B. \$16,000
- C. \$182,000
- D. \$75,000
- E. \$40,000

- A. \$446,700
- B. \$16,000
- C. \$182,000
- D. \$75,000
- E. \$40,000

Sexual Health Education Curriculum (Positive Prevention Plus) has been purchased for all secondary Health teachers.

Health teachers attended a Human Trafficking Prevention training and received instructional resources from Project PROTECT.

We have provided many opportunities for staff related to social-emotional wellness among our students. REACH clubs at all comprehensive secondary schools, teacher resources provided by MindfulSLO, and presentations to staffs regarding trauma and social emotional learning have supported student needs.

Communication among our students and families regarding social emotional concerns and student support has been a

priority this year. We have weekly and biweekly newsletter for families regarding stress, anxiety, parenting, and student supports published in all school newsletters. An evening opportunity for families also promotes wellness and support for our students. Online resources specifically for SLCUSD teachers also supports communication.

We provided advanced training on drug, alcohol and vaping concerns throughout our county, district and the nation. Current trends and curricular resources discussed and provided to targeted staff.

We partner with several community agencies or nonprofits to provide curriculum for teachers and supports for our students and families to deter drug use among our students.  
Transitions Mental Health

(TMHA), County Behavioral Health(CBH) and MindfulSLO all partner with SLCUSD in this effort.

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide comprehensive supports for EL, SED, Foster/Homeless Youth and other identified students and their families.

Planned Actions/Services (for column to the left - not able to enter):

Provide comprehensive supports for EL, SED, Foster/Homeless Youth and other identified students and their families.

Actual Actions/Services:

Translation budgets were assigned to all sites.

All school sites provided a before or during school breakfast program in order to support students and families in need.

Transportation was provided for after-school, EL, intervention, and enrichment at school sites with emphasis on our high schools and dual immersion programs.

A. \$36,000  
B. \$565,000

A. \$36,000  
B. \$565,000

### Action 3

**Planned Actions/Services**

Strengthen early connection to English learner and socio-economically disadvantaged families and identification of students needing support prior to enrollment in Kindergarten.

**Actual Actions/Services**

Kindergarten round up was conducted at all ten elementary sites. Sites did screening for academic, medical, and social emotional concerns.

Translation budgets were provided to sites for parent education translation.

**Budgeted Expenditures**

A. \$2,000  
B. \$1,000

**Estimated Actual Expenditures**

A. \$2,000  
B. \$1,000

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes.

Sent 3 school site staff (1 administrator and 2 teachers) to the California State PBIS conference.  
 Sent 2 administrators and 4 teachers to a training on utilizing restorative practices in student discipline.  
 Sent 2 administrators to a training on responding to acts of discrimination or harassment.  
 Sent 6 administrators to trainings on preventing chronic absenteeism, utilizing restorative practices, and trauma informed practices.

WEB and LINK Crew  
 Implemented at all secondary sites

- A. \$30,000
- B. \$133,661
- C. \$10,000
- D. \$5,000

- A. \$30,000
- B. \$133,661
- C. \$10,000
- D. \$5,000

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Engage and educate parents regarding SLCUSD academic and

Back to school night presentations were conducted at

- A. \$1,000
- B. \$3,000

- A. \$1,000
- B. \$3,000

social-emotional programs.

all schools with grade level math expectations presented in both English and Spanish.

Each site conducted a family thematic night in which curricular information was presented to parents. Outreach to EL and SED families was promoted. Themes varied by site.

Parent literacy nights were conducted at various sites. Outreach to EL/SED/HFY was provided. ELAC and DELAC groups focused on parent development. Parents were taken to CAFE conference and we held a large DELAC meeting with 200 plus in attendance.

In order to monitor student attendance and provide systematic truancy interventions, a software program called School Messenger was purchased to increase school to

- C. \$1,000
- D. \$5,000
- E. \$2,000
- F. \$10,000
- G. \$25,127

- C. \$1,000
- D. \$5,000
- E. \$2,000
- F. \$10,000
- G. \$25,127

home communications.

In order to create communication and information opportunities for our families, newsletter articles regarding Social Emotional Wellness were provided to all schools for publication. An evening opportunity for parents regarding stress, social emotional learning and anxiety among our secondary students was provided.

Beginning conversations were started with a web development company in order to create a structure for Parent University. More work is needed in this area.

**Action 6**

**Planned Actions/Services**

Develop equitable and inclusive practices for all students and staff, to include parent education

**Actual Actions/Services**

Year one of equity work began. Consultants conducted PD and sites trained representatives in

**Budgeted Expenditures**

A. 7,000  
 B. \$30,000  
 C. \$4,000

**Estimated Actual Expenditures**

A. 7,000  
 B. \$30,000  
 C. \$4,000

opportunities

equity work.

D. \$44,500

D. \$44,500

District equity leadership team was formed and monthly meetings were held. A district 5-year equity plan was developed. Common Ground Task Force met monthly and shared activities with equity team and student senate.

Books were purchased and a book study conducted at principal meetings with Cultural Proficiency book. Consultant did training over three days on civil discourse with site three person teams as well as secondary social studies teachers.

Trudy Arriaga did three days of work with teams of three people from each site. The first day in August was the entire district; the other two days were with the site teams. Teams took this work back to sites.

Data has been tracked in graduation rates, attendance, AP course attendance.

12 teachers, counselors, and administrators attended the second ACSA Equity Institute over seven Fridays. Staff included middle and high schools.

Equity walk occurred as part of the ACSA Equity Institute. Plan in place for all sites to do equity walk during the 2019-20 school year.

\$30,000 worth of books were purchased for school libraries, class libraries, and that go with current units of study.

Some assemblies with a diversity theme have been conducted at site level.

Parents have participated in site based diversity and inclusion

activities.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The implementation of all Goal 3 actions/services developed in the LCAP were completed. A major focus of this goal was to enhance our counseling model to ensure support for families and students in need, increase our understanding of suicide prevention and postvention in our school communities, and support families and students who are experiencing anxiety and stress. We also hoped to increase connections with community-based organizations. Creating positive campuses, free from bullying and harassment, was a focus as well. Comprehensive supports for EL, SED, Foster/Homeless Youth, and other identified students and families included extended transportation, breakfast program, and community-based services provided by City and Coast family advocates. Four preschool programs were provided for families who may not otherwise be able to access preschool. Additional support was included in our TK classrooms. A full time EL/Intervention TOSA coordinated district interventions, including supplemental supports for our English learners. Summer School, with transportation, was implemented for English learners, socioeconomically disadvantaged students, and others needing credit recovery. Ensuring safe and nurturing campuses was supported through ongoing training, monitoring, and support of programs, including PBIS, Restorative Approaches, WEB, and LINK Crew. In addition, we began our equity work in earnest, hosting two speakers with site teams of three over the course of the year. We began work with our equity team and sites conducted equity activities with staff over the course of the year.

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

The overall effectiveness of Goal 3 is evidenced by the decrease in overall suspensions throughout the district. Elementary and secondary counselors increased the amount of students served with the support of contracted MFTI services. Chronic absenteeism decreased to a low of 8%. The 2018 California School Dashboard indicates that SLCUSD is at yellow performance level based on maintaining rate at -0.4%.

Both high schools have implemented a program for alternative means of correction to address infractions. This has resulted in a significant decrease in suspensions. Analysis of specific LCAP-identified group suspension data shows a significant decline for our English learners, students with disabilities and African American students, and a decline in suspensions for our socioeconomically disadvantaged, homeless, foster youth student

group, and Hispanic student groups. None of our unduplicated groups were in the red.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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

Goal 3 will be modified to include action items in the area of equity across the District. Equity Walks and evaluation of our processes and procedures as it pertains to equity will be highlighted in changes for 2019-2020. There will be minimal changes in the metrics. There will be continued focus on social-emotional support for families and students in need, including training and curriculum for secondary staff. To address the complex needs of our Homeless-foster youth, we have applied for and received the Education for Homeless Children and Youth Grant, which will provide us funding for three years to better support this student group.

# Goal 4

SLCUSD will expand technology and promote innovation to prepare students for college and career.

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

**State Priorities:** 7, 8

**Local Priorities:** Focus 4

## Annual Measurable Outcomes

### Expected

Student frequency of learning digital citizenship will improve from Proficient to Advanced, as measured by the BrightBytes Survey.

Teachers will increase regular use of 4Cs (collaboration, creativity, communication, and critical thinking) with students from Proficient to Advanced, as measured by the BrightBytes Survey.

### Actual

Student frequency of learning digital citizenship as measured by the annual BrightBytes technology survey from 2017-18 to 2018-19 indicates:  
- SLCUSD Emergent to Proficient

Teacher's regular use of the 4C's (collaboration, creativity, communication, and critical thinking) with students as measured by the annual BrightBytes technology survey from 2017-18 to 2018-19 indicates:  
- SLCUSD Emerging to Emerging - Slight increase, but remained within Emerging level - raw scores went from 924 - 929.

Improve student home access to technology from Proficient to Advanced as measured by BrightBytes Survey.

Student home access to technology as measured by the annual BrightBytes technology survey from 2017-18 to 2018-19 indicates:  
- SLCUSD Advanced to Exemplary

Indicator merged with indicator above as BrightBytes no longer reports on internet access and device access separately.

Indicator merged with indicator above as BrightBytes no longer reports on internet access and device access separately.

100% of facilities will be considered in good repair.

100% of facilities were considered in good repair.

## Actions/Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Develop visionary leadership teams that model best practices in the area of technology and innovation.

In order to provide leadership, professional development, and coaching in the area of technology, a .5 FTE was funded for an EdTech Teacher on Special Assignment.

Edtech lead teachers met regularly with EdTech TOSA throughout the year. EdTech leads are paid to provide site based EdTech support and PD. District level PD is offered during district PD days, and during the June Techie Teacher BootCamp.

A. \$103,070  
 B. \$15,000  
 C. \$2,000

A. \$103,070  
 B. \$15,000  
 C. \$2,000

**Action 2**

**Planned Actions/Services**

Utilize data to modernize and improve learning and target professional development

**Actual Actions/Services**

Funds were allocated to each school site in order to update and replace devices based on an ongoing device replacement plan.

Chromebooks and MiFi hotspots

**Budgeted Expenditures**

A. \$400,000  
 B. \$15,125

**Estimated Actual Expenditures**

A. \$400,000  
 B. \$15,125

were ordered in collaboration with a grant from TMobile in order to increase home access for students in need.

BrightBytes survey was purchased in order to collect data that measures usage and progress of technology in order to target our tech needs.

Digital citizenship lessons were presented using Common Sense Media lessons and through the use of NearPod. PD is provided each year for library techs and teachers on the lessons and use of platforms to deliver those lessons.

In order to provide digital tools to support the expansion of collaboration, communication, creativity, and critical thinking, Google Apps for Education was utilized throughout the district. These tools are embedded in content professional

development and modeled for use at sites.

**Action 3**

**Planned Actions/Services**

Implement online and personalized learning opportunities.

**Actual Actions/Services**

We subscribed to NewsELA this year for all elementary sites. All K-6th grade teachers attended a training from the company in August.

Ebooks were purchased for several sites, including a subscription to MyOn ebooks. In addition, NewsELA was provided to all sites which includes access to electronic reading material.

In order to provide sites with digital research tools and materials, the ETC portal was purchased.

**Budgeted Expenditures**

A. \$3,000  
B. \$96,630

**Estimated Actual Expenditures**

A. \$3,000  
B. \$96,630

**Action 4**

**Planned Actions/Services**

Develop and articulate integrated units and model STEAM programs.

**Actual Actions/Services**

Several release days were provided to develop integrated units in both science and social studies. Teachers worked with science and ELA TOSA to provide input and develop actual units to use by classroom teachers.

A model STEAM kit for sites was developed and pushed out to principals. Several sites have makerspaces that provide students with opportunities to get hands on science experience.

In order to further develop integrated and STEAM experiences for students at our alternative high school, \$4,000 was utilized for the SLO City Farm, and \$5,000 for Mission Community Service Corporation business start up/econ class. A contract is in the works with Traditional Tattoo for an art class.

**Budgeted Expenditures**

A. \$65,000  
B. \$19,000

**Estimated Actual Expenditures**

A. \$65,000  
B. \$19,000



## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of the actions/services for Goal 4 developed in the LCAP were completed. Goal 4 focused on developing visionary leadership teams that modeled best practices in the area of technology and innovation, facilitated by a .5 Educational Technology TOSA. Professional development and onsite support enhanced teachers' growth in using technology to match 21st century skills, as well as use of data through Illuminate. We strengthened our focus on understanding and incorporating digital literacy skills and continued to research and implement online and personalized learning opportunities. Finally, we increased and improved communication with our families through expanded use of School Messenger.

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

The overall effectiveness of the actions/services in Goal 4 includes a substantial increase in devices available for students at both high schools, ongoing professional development for staff, and resources provided for teachers and principals in the area of digital citizenship. In addition, all students participated in grade-level appropriate lessons on digital literacy and parent education resources were provided on a monthly basis. Brightbytes survey results indicate increase in device use and understanding of digital citizenship.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

Based on feedback from stakeholders, we will make the following changes to this goal:  
-Continue use of Newsela online reading subscription for all elementary sites.

- Provide devices and mifi hotspots in order to increase access at home for students in need.
- Expand purchases of materials to support elementary STEAM opportunities.
- Provide opportunities for sites to develop innovative technology labs. We are working on a plan to develop units with technology as the core activity.

# Goal 5

SLCUSD will strengthen data use to improve academic achievement.

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

**State Priorities:** 4

**Local Priorities:** Focus 5

## Annual Measurable Outcomes

### Expected

SLCUSD will increase the number of students satisfying the University of California/ California State University (UC/CSU) minimum a-g requirements for college admission by 2% (63% to 65% for 2018 graduates).

### Actual

Students satisfying the University of California/ California State University (UC/CSU) minimum a-g requirements for college admission as measured from 2016-17 to 2017-18 indicates:

16-17 = 63%

17-18 = 61%

Decreased by 2 percentage points

Student enrollment in AP courses will increase by 2% from 38% to 40% (2018 graduates).

Student enrollment in AP courses as measured from 2016-17 to 2017-18 indicates:  
2016-17 = 38%  
2017-18 = 41%  
Increased by 3 percentage points.

SLCUSD student pass rates on AP exams will increase by 2% from 71% to 73% (2018 graduates).

Student pass rates on AP exams as measured from 2016-17 to 2017-18 indicates:  
2016-17 = 71%  
2017-18 = 75%  
Increased by 4 percentage points

All elementary students will be evaluated using a standards-based report card or modified standards-based report card.

All elementary students are being evaluated using a standards-based report card or modified standards-based report card.

The regular use of digital or online assessments will increase from Proficient to Advanced as measured by the BrightBytes Survey.

The regular use of digital or online assessments as measured by the annual BrightBytes technology survey from 2017-18 to 2018-19 indicates:  
- SLCUSD increased from 1000 - 1051 (raw scores)  
- Remains in the Proficient range

## Actions/Services

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

**Action 1****Planned Actions/Services**

Utilize student data for progress monitoring in a data cycle.

**Actual Actions/Services**

The Grading Consortium met to review teacher survey data and make revisions to the standards-based report card accordingly. Teacher survey data indicated changes to the number of standards graded, the use of parent friendly language, and the consolidated math practices grade. Revisions were made and implemented for the 2018-19 school year.

In order to provide collaboration opportunities around using data to inform instruction, the Data and Assessment system, Illuminate, was purchased. In addition, the Item Bank was also purchased in order to provide a resource to teachers. Teachers and EdTech site leaders attended the Illuminate conference in order to further develop understanding and participate in professional

**Budgeted Expenditures**

A. \$164,899  
 B. \$27,000  
 C. \$1,000  
 D. \$53,660  
 E. \$76,828  
 F. \$7,000  
 G. \$6,000

**Estimated Actual Expenditures**

A. \$164,899  
 B. \$27,000  
 C. \$1,000  
 D. \$53,660  
 E. \$76,828  
 F. \$7,000  
 G. \$6,000

development

Assessment TOSA provided PD for the use of Illuminate and formative assessments via the following:

- In class modeling (on demand)
- After School Workshops/Staff Meetings
- District PD days
- Techie Boot Camp

A half-time elementary and a half-time secondary teacher on special assignment were hired in order to fully implement assessments. District common assessments were administered in the areas of English and math. Interim assessments are available for ELA & Math, and are administered to students in grades 3-8, 11 throughout the year. All state assessments are administered to students at the appropriate grade levels. Two teachers were paid hourly to score math and English

placement tests.

All K-6 elementary students participated in trimester common assessments in reading, writing, and mathematics in 2018-19.

K-2 teachers attended BAS training in August 2018 in order to implement the newly purchased BAS System 1 kits for 2018-19 school year.

The .2 LLI Specialist has provided continuous LLI trainings. She also met with LLI teams at each site every six weeks to analyze student growth and needs at each site.

K-5 math trimester assessments were revised summer 2017 for the 2017-18 school year. All pacing guides and grading support documents were revised summer 2018 for the 2018-19 school year.

K-6 ELA trimester benchmark assessments were not revised in the 2018-19 school year.

During TCT and staff meeting time, formative assessment results are used to validate, inform, and adjust instruction on a fairly consistent basis.

CCSS-aligned Spanish LAS Assessments were purchased for the Welcome Center.

Infosnap software was purchased in order to continue online parent registration to increase accessibility, accuracy, and efficiency for parents and staff.

An online assessment system was purchased for Preschool classes.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of the actions/services for Goal 5 was completed. Utilizing student data for progress monitoring has been the major work of Focus 5. Common assessments have been revised to better align with standards-based report card and Common Core State Standards. Two .5 Assessment Teachers on Special Assignment have provided professional development, classroom modeling, and support in using and interpreting data to inform instruction. Interim assessments were widely used in upper elementary and secondary classrooms. All K-2 teachers utilized the Benchmark Assessment System (BAS) to assess students' reading progress. Writing calibration and scoring was facilitated at the site level.

Secondary common assessments in both ELA and Math were refined and implemented.

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

The overall effectiveness of the actions/services is evidenced by student achievement. As teachers become more proficient in using and interpreting student data to inform next steps in instruction, student achievement increases. The K-2 BAS provides the time for teachers to work one-on-one with students to pinpoint next steps for increased learning. Writing calibration scoring professional development has supported an increase in overall students reaching proficiency on the on-demand writing assessments.

Current metrics for Goal 5 include the following:

Number of students satisfying the University of California/California State University (UC/CSU) minimum a-g requirements for college admission increased from 63% to 65%, a 2 percentage point increase.

Student enrollment in AP courses increased from 38%% to 41%, an increase of 3 percentage points.

Pass rate on AP exams increased from 71% to 75%, an increase of 4 percentage points.

2015-16 AP Pass Rate: 73%

2016-17 AP Pass Rate: 71%

2017-18 AP Pass Rate: 75% (source - Illuminate AP Passage Report)

All elementary students were evaluated using a standards-based or modified standards-based report card, three times per school year.

Teacher use of digital or online assessment improved by 50 percentage points, and remains in the proficient category, as measured by the BrightBytes Survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

Changes to actions/services for 2018-19 include purchasing Benchmark Assessment System (BAS), 3rd Edition for all K-2 teachers. This updated assessment will provide teachers with a more thorough understanding of their students' progress in reading to inform instruction. We will provide ongoing principal professional development on utilizing data to impact instruction.

An additional change will be the purchase of the National Student Clearinghouse, which verifies student enrollment and outcomes in post secondary organizations.

# Stakeholder Engagement

LCAP Year: 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?

San Luis Coastal Unified School District has engaged all stakeholders in the process of developing and reviewing the LCAP. The involvement process began in August with written updates and presentations made at televised school board meetings regarding our actions and progress towards meeting LCAP goals. We have collected quantitative and qualitative data and provided the following presentations and Board updates on our five LCAP focus areas:

8/21/18: LCAP Focus 2, Summer School

8/21/18: LCAP Focus 3, Equity Update #1

8/21/18: LCAP Focus 4, Summer PD/Technology Boot Camp Presentation

9/18/18: LCAP Outreach Plan

9/18/18: LCAP Focus 1, 2, and 5, Results of SBAC, including LCAP-identified student groups

10/2/18: LCAP Focus 3, Engagement structures: Common Ground, Student Senate, District Equity Team, LCAP advisory team

10/16/18: LCAP Focus 1, Results of SBAC – district, county, and state comparisons

10/16/18: Elementary and Secondary SPSAs, aligned to district LCAP goals

10/16/18: LCAP Engagement Update #1

11/6/18: LCAP Focus 1, 2, 3, and 5, State Dashboard Local Indicator Update

12/4/18: LCAP Feedback, Youth Truth Student Senate Key Findings Presentation

12/18/18: LCAP Focus 2, ST Math Update

1/15/19: LCAP Focus 1, Elementary Achievement Data Presentation

1/15/19: LCAP Engagement Update #2  
1/15/19: LCAP Focus 1, CTE Update  
2/5/19: LCAP Focus 3, Attendance Update  
2/5/19: LCAP Focus 3, Equity Update #2  
2/19/19: LCAP Focus 3, Student Senate Recommendations  
2/19/19: LCAP Focus 1, 2, 5, Secondary English/Math Achievement Presentation  
3/5/19: LCAP Focus 3, Common Ground Task Force Update  
3/19/19: LCAP Focus 2, Secondary New Courses  
3/19/19: LCAP Focus 1, NGSS Presentation  
3/19/19: LCAP Focus 2, Special Education  
4/16/19: LCAP Focus 4, BrightBytes Presentation  
4/16/19: LCAP Focus 2, English Learner Update  
4/16/19: LCAP Engagement Update #3  
5/7/19: LCAP Overview Presentation  
5/21/19: LCAP First Reading, Public Hearing  
5/21/19: LCAP Focus 2, Dual Enrollment Information  
6/4/19: LCAP and Budget Approval  
6/4/19: LCAP Focus 3, Dual Enrollment Approval  
6/18/19: LCAP Focus 1, 2, and 5, Elementary/Secondary Common Assessment Presentation

New to our LCAP Stakeholder feedback plan last year was the formation of an LCAP Advisory Committee, made up of parents and staff representing all schools in our district. The LCAP Advisory Committee completed the following activities:

1. Review and understand our 3-year LCAP
2. Revise our current LCAP survey for staff and community
3. Review survey feedback results
4. Develop recommendations for revisions to the LCAP

The LCAP Advisory Committee reviewed survey results from the Youth Truth Survey, BrightBytes Survey, and LCAP Parent and Staff Survey.

In January 2019, we began hosting a series of updates of progress and input meetings with our stakeholders. A dedicated web page provided public

access to information and published feedback received. Key groups were identified, meetings were held, and input was received and shared on our district website. Meetings were conducted at all 15 school sites for staff. Additional meetings were held with each of the bargaining teams, including CSEA, SEIU, SLCTA, Confidential employees, and Management Education Council (MEC). Separate parent and community meetings were held for DELAC, PTA/Booster Group Leaders, and DTAC. Staff and community were also invited to participate in an online LCAP survey to provide additional information (<https://www.slcsd.org/images/cms/files/LCAP%20Presentation%202019.pdf>).

At each meeting, data was shared regarding our budget history, ten-year budget projection and current LCAP focus areas. This data is also available on our District website. Stakeholders were asked to complete an online survey with the following questions:

1. What are some areas of the academic program that you feel need improvement?
2. What are some ideas for improvement?
3. What school supports are positively impacting student success?
4. How might we better support students needing academic support?
5. How can we strengthen social/emotional wellness/learning for students?
6. How can we improve diversity and equity for all?
7. Are you aware of the district's equity initiatives?
8. How can we promote diversity and equity throughout our district?
9. What's the best way to use technology to meet student need and interest?
10. What else can we do to ensure that your voice is heard?

Student outreach was organized and facilitated by our superintendent, Cabinet members, and secondary principals. Now in its second year, over 75 students, representing various groups, including English learners, students with IEPs, and socioeconomically disadvantaged students from our two comprehensive high schools, two middle schools, and one alternative high school, participated in the Superintendent's Student Senate. The group's purpose is to have a direct voice for students to district staff and to problem solve how to make our schools better. The students met six times throughout the year. At the first meeting, students were introduced to Youth Truth. Youth Truth is a non-profit research-based company that has developed an online student survey that asks practical questions on topics most important to student outcomes, including school climate, culture, and academic experience. The Senate developed a plan to get all students back at their schools sites to take the survey. The next meeting was spent reviewing the results from their site's survey data and listing the key learnings. The students shared the key learnings at the December 4, 2018 board meeting. The Superintendent's Senate met again in January to develop SMART goals and Action Plans, based on the Youth Truth findings. These goals were shared at the March meeting with key teacher leaders from each of their sites. Students and teachers worked together to review the SMART

goals and develop a plan for discussing at their school site.

## Impact on LCAP and Annual Update

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

The impact of the information and ideas collected at the various stakeholder meetings, Superintendent's Student Senate, LCAP Advisory Committee, Common Ground Task Force, and from the survey results has been instrumental in the revision of this Local Control Accountability Plan. The following trends and commonalities developed in the feedback:

Parents/Community:

- Focus on effective, hands-on, project based, engaging instruction
- Curriculum, equipment, resources
- VAPA, technology, electives
- Skilled teachers and support staff
- Small class size
- More science instruction and science teachers
- Intervention/individualized support
- After school opportunities for extra support
- Acceleration/enrichment
- Reading/math interventions
- ELD
- Tier 2 targeted intervention system
- Accessible, caring staff
- Social-emotional curriculum
- Guided/inclusive activities
- Parent education and outside resources
- Counseling/mental health support
- Professional development for all staff on understanding diversity and inclusivity in our schools: opportunities for parents to participate
- Guidelines in the use of appropriate nomenclature and strategies for classroom discussions regarding sensitive issues

- Teach civil discourse as part of each student's required curriculum
- PD to develop students' respect for others' diverse points of view, critical thinking skills, and their ability to determine fact from opinion
- Build community/culture-student connectedness
- Better supervision at break
- Promote innovative ways to reach all students (PBL, Learn by Doing, Outdoor Learning)
- Use of technology strategically – balance of technology with other types of activities
- Teach responsible use of technology – digital citizenship
- Offer creative assignments such as coding, robotics, and programming
- Home access to apps and support
- Create integrated tech curriculum across the subject levels and departments
- Parent training and instruction
- Teacher training
- Provide real world applications of technology
- Be careful of incentivizing screen time for students

Staff:

- Preparation/collaboration time
  - Maintain focus on Career Technical Education
  - Focus on instructional strategies to support implementation of new curricula
  - Decrease/maintain class size
  - Curriculum for phonics/conventions
  - Real-life math skills
  - Continue to analyze and implement effective interventions
  - Continue support staff (paraeducators, EL support, tutors, instructional aides)
  - Specialized programs such as AVID, EL support
  - Reading/math intervention
- 
- ELD
  - Before/after school academic support programs – with transportation
  - Designated ELD instruction – co-taught/push-in supports

- Positive and encouraging adults – connect with each child each day
- Counseling and mental health programs
- Peer mentoring, student support groups
- Social-emotional intentional teaching
- Parent education and communication
- Smaller class size
- PD on culturally responsive teaching
- Hire culturally diverse staff
- Promote and educate all on equity and diversity - define and clarify what it looks like
- Host school wide events that promote different cultures
- Equity between school sites for programs and field trips, etc.
- Breakfast at all sites
- More diverse books
- Strengthen use of technology
- Promote innovative ways to reach all students
- Personalized learning
- 1:1 access to Chromebooks and iPads for younger students
- 1:1 access at home
- Using technology to individualize learning
- Professional development on effective use of technology, including SPED
- Be intentional about use of technology-quality over quantity
- Strengthen use of data to improve academic achievement
- Continue to refine our common assessments

Students:

- Desire to be engaged and challenged
- Relevant assignments, no busy work
- Enhance academic rigor
- Focus on college and career readiness
- Real world connections to what students are learning/current events

- Clear instruction, choice, and metrics
- Student academic assistance
- Tutoring
- Help meeting graduation requirements
- One-on-one help from peers/teachers
- Caring/attentive adults
- Improved lunchtime activities
- Welcoming atmosphere/good environment/incentives
- Personal relationship with the teacher matters
- Responsiveness to students' social-emotional needs
- Measure D improvements will improve student pride
- Reduce harassment, bullying, and insensitivity based on race/ethnicity
- Increase student participation in activities and therefore school spirit
- Civil discourse around social awareness and equity
- Implement project-based learning (PBL)
- Update technology/texts/supplies
- Real world connections to what students are learning
- Opportunities to relearn and retake tests
- Strong resource in Powerschool

The Common Ground Advisory Task Force provided the superintendent with input to:

- Find common ground suggestions through civil discourse on controversial issues that impact students
- Provide specific suggestions to improve program, policy, and practices as they relate to these issues
- Provide suggestions that will improve conditions on school campuses for all students

The Common Ground Task Force developed the following recommendations for the superintendent's consideration:

1. Develop curriculum that supports inclusivity. Ensure students take courses about different cultures, require a diversity course, teach civil dialogue, improve public process for vetting curricular materials, ensure culturally responsive books and materials, add a peer communication class at

secondary.

2. Provide ongoing professional development that supports inclusivity and a culture of care. Conduct bystander training to promote inclusivity, train administrators, teachers, and counselors in civil dialogue to be able to educate students in civil dialogue.
3. Restructure the instructional day to promote inclusive dialogue. Train and encourage counselors to meet with students in small groups, create an advisory period to discuss relevant issues that affect campus life.
4. Engage in hiring practices that support inclusivity. Create recruiting, interviewing, and hiring practices that result in more inclusive staff, hire staff with bilingual skills, assess student to counselor ratio to ensure social/emotional needs are met, create hiring incentives.
5. Promote student clubs, events, and opportunities that encourage inclusivity, better inform students about clubs, including at middle school, and encourage clubs to work together on joint activities. Hold campus events that promote diversity and inclusivity.
6. Evaluate and reward inclusive behaviors and identify best practices. Find ways to affirm progress on matters of inclusivity and regularly and consistently evaluate the effectiveness of the district's efforts to create more inclusive school environments.

As a result of the trends and commonalities identified above, the following themes will be added to enhance our LCAP Plan:

1. Strengthen teachers' understanding of district-adopted curricula and instructional strategies, including rigor and relevance
2. Strengthen multi-tiered system of academic supports and interventions for students in need
3. Enhance social-emotional support, including counseling model to ensure support for students and families
4. Strengthen staff's impact in providing equitable school cultures
5. Focus on digital citizenship, with an emphasis on ethical use of social media, as well as increased use of technology for the 4Cs (collaboration, creativity, communication, and critical thinking).

Specifically, we will focus on practicing what we have learned from extensive professional development over the past seven years. We will take advantage of collaboration among our professionals through site-based professional learning communities. We will focus our efforts on student connectedness, social-emotional wellness, and research-based instructional strategies. We will continue to give sites autonomy to look closely at the needs of their students and for teachers to focus their improvement efforts effectively.

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## Goals, Actions, & Services

### Strategic Planning Details and Accountability

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

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

Modified

## Goal 1

All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.

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

**State Priorities:** 1, 2, 4, 7, 8

**Local Priorities:** Focus 1

### Identified Need:

The results from the 2018 California Assessment of Student Performance and Progress (CAASPP), LCFF Evaluation rubrics, district common assessments, stakeholder meetings notes, Student Senate notes, and stakeholder survey results were used to identify the current needs in instruction, curriculum, and student achievement.

Currently, the LCFF Evaluation rubrics place us at a green performance level for mathematics. The CAASPP results for mathematics showed 62% of all students met or exceeded standard, which was the same in 2016-2017. The LCFF Evaluation rubrics place us at the green performance level for English Language Arts. The CAASPP results for English Language Arts showed 69% of all students met or exceeded standard. This was a two percentage point increase from 2016-2017.

District common assessment results in mathematics and English Language Arts identified the following:

Mathematics:

K-5 mathematics achievement, as measured from 2017-2018 to 2018-2019 2nd trimester benchmark, showed a growth of 2 percentage points (76% to 78%). 6th-8th grade student achievement, as measured from 2016-17 to 2017-18, 6th grade showed a 7% percentage point decline (56% to 49%), 7th grade increased 6% percentage points (61% to 67%), and 8th grade dropped by 26% percentage points (82% to 56%). High school student achievement, as measured from 2016-17 to 2017-18, showed a growth range of 0 to 50 percentage points.

English Language Arts

- K-2 reading from 2017-18 to 2018-19 2nd trimester showed a growth of 1 percentage point (49% to 50%), as measured by District Common Assessment.

- 3rd-6th grade reading from 2017-18 to 2018-19 2nd trimester decreased by 1 percentage point (69% to 68%), as measured by District Common Assessment.

- K-6 writing from 2017-18 to 2018-19 2nd trimester, remained consistent (57%).

- Secondary writing achievement for 2017-18 results were as follows:

7-8 Narrative – 70%

7-8 Informational/Explanatory – 76%

7-8 Argument – 68%

9-12 Narrative – 76%

9-12 Informational/Explanatory – 74%

9-12 Argument – 74%

Youth Truth survey results indicate a 2.98 on a 5-point scale on students' positive perceptions around college and career understanding.

After reviewing the data from the above listed district common assessments, we identified the need to continue to raise achievement for all students.

Stakeholder feedback, including the Superintendent's Student Senate, indicates a need to stay focused on academic achievement as our "mission critical." There is also strong interest in focusing on effective instruction that is engaging and challenging for our students.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student performance in mathematics will increase by 5%, as measured by the CAASSP.	59% Blue Performance Level	+5%	+5%	+5%
Student performance in mathematics will increase by 5%, as measured by District Common Assessments.	K-5 Math Benchmark (2nd trimester) = 70% 6th-8th Benchmark (Task Three) = 75% Algebra 1 Benchmark (Task Three) = 52% Geometry Benchmark (Task Two) = 64%	+5%	+5%	+5%
Student performance in English Language Arts will increase by 5%, as measured by the CAASSP.	65% Green Performance Level	+5%	+5%	+5%

Student performance in ELA will increase by 5%, as measured by District Common Assessments.

Student performance in ELA will increase by 5% as measured by District Common Assessments

K-2 BAS (2nd Trimester) = 49%

3-6 RI (2nd Trimester) = 67%

K-6 Writing (2nd Trimester) = 52%

Middle School ELA

- Narrative = 76%
- Informational = 68%
- Argument = 74%

High School ELA

- Informational = 73%
- Info/Item bank = 62%
- Argument = 66%

+5%

+5%

+5%

<p>Student performance in ELD will increase by 5% as measured by the ELPAC.</p>	<p>34% of students performed at ELPAC Level 4, "Well Developed."</p>	<p>Baseline</p>	<p>+5%</p>	<p>+5%</p>
<p>All elementary students will engage in two FOSS NGSS learning modules during the 2017-2018 school year.</p>	<p>One Unit</p>	<p>Two Units</p>	<p>Three Units</p>	<p>Three Units</p>
<p>Secondary students will engage in 2 NGSS-aligned units in the 2017-2018 school year</p>	<p>Developing Units</p>	<p>Two Units</p>	<p>Four Units</p>	<p>Full Implementation</p>

<p>Increase the percentage of high school students who complete an a-g curriculum within a Career Technical Education (CTE) pathway by 5 percentage points.</p>	<p>2015-16 = 22% (108 students)</p>	<p>+5%</p>	<p>+5%</p>	<p>+5%</p>
<p>All teachers will be appropriately assigned, based on either the appropriate credential for the assignment or a valid assignment option provided by California Code of Regulations, Title 5, or the Education Code.</p>	<p>All teachers</p>	<p>All teachers</p>	<p>All teachers</p>	<p>All teachers</p>

<p>All students will have access to standards-aligned instructional materials.</p>	<p>All students</p>	<p>All students</p>	<p>All students</p>	<p>All students</p>
<p>Student performance in ELA will increase within the conditional and ready categories combined, as measured by EAP.</p>	<p>63% Based on 2016 CAASPP</p>	<p>+5% (2017)</p>	<p>+5% (2018)</p>	<p>+5% (2019)</p>
<p>Student performance in math will increase within the conditional and ready categories combined as measured by EAP.</p>	<p>48% Based on 2016 CAASPP</p>	<p>+5% (2017)</p>	<p>+5% (2018)</p>	<p>+5% (2019)</p>

<p>Youth Truth survey results will indicate a 1-point increase in positive student perception around college and career understanding.</p>	<p>2.99 on a 5-point scale (2017-18)</p>	<p>N/A</p>	<p>3.99 on a 5-point scale</p>	<p>4.4 on a 5-point scale</p>
<p>Student performance in science (grades 3, 8 and 11) will increase by 5% as measured by the CAST.</p>	<p>Results are still preliminary. 2019-20 will be baseline year.</p>	<p>N/A</p>	<p>N/A</p>	<p>Baseline.</p>
<p>We will increase by 3% the number of students who participate in and demonstrate college preparedness in the Early Assessment Program.</p>	<p>ELA: 69% Math: 52%</p>	<p>N/A</p>	<p>N/A</p>	<p>+3%</p>

<p>In each area of the academic performance standards, our goal will be to move up one level, i.e.: beginning development to initial implementation.</p>	<p>ELA: 5 - Full implementation and Sustainability            Math: 5 - Full implementation and Sustainability            HSS: 2 - Beginning Development            ELD: 3 - Initial Implementation            NGSS: 4 - Full Implementation</p>	<p>N/A</p>	<p>N/A</p>	<p>ELA: 5 - Full implementation and Sustainability            Math: 5 - Full implementation and Sustainability            HSS: 3 - Initial Implementation            ELD: 4 - Full Implementation            NGSS: 5 - Full implementation and Sustainability</p>
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## Planned Actions/Services

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

### Action #1

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

#### Students to be Served

All Students

#### Location(s)

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Strengthen teachers' depth of knowledge of standards and curriculum in core academic areas.

Strengthen teachers' depth of knowledge of standards and curriculum in core academic areas.

Strengthen teachers' depth of knowledge of standards and curriculum in core academic areas.

**Budgeted Expenditures**

**Year                    2017-18**

**2018-19**

**2019-20**

**Amount**

- A. \$19,200
- B. \$8,200
- C. \$13,400
- D. \$164,000
- E. \$1,000
- F. \$6,000
- G. \$19,000

- A. \$35,730
- B. \$9,400
- C. \$15,500
- D. \$133,000
- E. \$1,000
- F. \$2,000
- G. \$9,000

- A. \$109,930
- B. \$12,200
- C. \$13,700
- D. \$45,000
- E. \$57,500
- F. \$1,000
- G. \$2,000
- H. \$15,000
- I. \$3,000

**Source**

- A. General Fund
- B. LCAP Supplemental
- C. Title II
- D. General Fund
- E. Title II
- F. General Fund
- G. Title II

- A. General Fund
- B. Title I
- C. Title II
- D. General Fund
- E. Title II
- F. General Fund
- G. Title II

- A. General Fund
- B. Title I
- C. Title II
- D. Title III
- E. General Fund
- F. Title II
- G. General Fund
- H. Title I
- I. Title II

**Budget Reference**

A. 1000 - Certificated Personnel  
 B. 1000 - Certificated Personnel  
 C. 1000 - Certificated Personnel  
 D. 4000 - Supplies  
 E. 4000 - Supplies  
 F. 5000 - Services  
 G. 5000 - Services

A. 1000 - Certificated Personnel  
 B. 1000 - Certificated Personnel  
 C. 1000 - Certificated Personnel  
 D. 4000 - Supplies  
 E. 4000 - Supplies  
 F. 5000 - Services  
 G. 5000 - Services

A. 1000 - Certificated Personnel  
 B. 1000 - Certificated Personnel  
 C. 1000 - Certificated Personnel  
 D. 1000 - Certificated Personnel  
 E. 4000 - Supplies  
 F. 4000 - Supplies  
 G. 5000 - Services  
 H. 5000 - Services  
 I. 5000 - Services

**Action #2**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

Modified

**2017-18 Actions/Services**

Strengthen classroom instructional strategies based on the Danielson Framework for Teaching.

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

Modified

**2018-19 Actions/Services**

Strengthen classroom instructional strategies based on the Danielson Framework for Teaching.

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

Modified

**2019-20 Actions/Services**

Strengthen classroom instructional strategies based on the Danielson Framework for Teaching.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

- A. \$40,500
- B. \$52,181
- C. \$67,200
- D. \$45,000
- E. \$5,000
- F. \$41,841

- A. \$31,500
- B. \$22,321
- C. \$76,400
- D. \$45,200

- A. \$64,500
- B. \$42,300

**Source**

A. General Fund  
 B. LCAP Supplemental  
 C. Title II  
 D. Title III  
 E. General Fund  
 F. Title II

A. General Fund  
 B. LCAP Supplemental  
 C. Title II  
 D. Title II

A. Title II  
 B. Title II

**Budget Reference**

A. 1000 - Certificated Personnel  
 B. 1000 - Certificated Personnel  
 C. 1000 - Certificated Personnel  
 D. 1000 - Certificated Personnel  
 E. 4000 - Supplies  
 F. 5000 - Services

A. 1000 - Certificated Personnel  
 B. 1000 - Certificated Personnel  
 C. 1000 - Certificated Personnel  
 D. 5000 - Services

A. 1000 - Certificated Personnel  
 B. 5000 - Services

**Action #3**

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Implement Next Generation Science Standards Plan.

Strengthen Next Generation Science Standards Plan.

Implement Next Generation Science Standards Plan.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

- A. \$162,000
- B. \$45,000
- C. \$134,200
- D. \$24,500

- A. \$91,509
- B. \$7,500
- C. \$77,000
- D. \$7,800
- E. \$28,000

- A. \$49,100
- B. \$8,300
- C. \$68,000
- D. \$4,000
- E. \$26,000

**Source**

<ul style="list-style-type: none"> <li>A. General Fund</li> <li>B. Title I</li> <li>C. General Fund</li> <li>D. Title I</li> </ul>	<ul style="list-style-type: none"> <li>A. General Fund</li> <li>B. Title I</li> <li>C. General Fund</li> <li>D. General Fund</li> <li>E. Title I</li> </ul>	<ul style="list-style-type: none"> <li>A. General Fund</li> <li>B. Title I</li> <li>C. General Fund</li> <li>D. General Fund</li> <li>E. Title I</li> </ul>
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**Budget Reference**

<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 1000 - Certificated Personnel</li> <li>C. 4000 - Supplies</li> <li>D. 5000 - Services</li> </ul>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 1000 - Certificated Personnel</li> <li>C. 4000 - Supplies</li> <li>D. 5000 - Services</li> <li>E. 5000 - Services</li> </ul>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 1000 - Certificated Personnel</li> <li>C. 4000 - Supplies</li> <li>D. 5000 - Services</li> <li>E. 5000 - Services</li> </ul>
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## Action #4

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

New

### 2017-18 Actions/Services

Develop HSS Implementation Plan and begin to interpret the framework.

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

Modified

### 2018-19 Actions/Services

Continue HSS Implementation Plan.

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

Modified

### 2019-20 Actions/Services

Develop History Social Science Implementation Plan and interpret the framework.

## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

- A. \$8,000
- B. \$2,000
- C. \$3,000
- D. \$3,000

- A. \$7,000
- B. \$2,000
- C. \$3,000
- D. \$4,000
- E. \$3,000
- F. \$1,000

- A. \$7,000
- B. \$2,000
- C. \$3,000
- D. \$4,000
- E. \$5,000
- F. \$3,000

<b>Source</b>	<ul style="list-style-type: none"> <li>A. General Fund</li> <li>B. Title II</li> <li>C. General Fund</li> <li>D. Title II</li> </ul>	<ul style="list-style-type: none"> <li>A. General Fund</li> <li>B. Title II</li> <li>C. General Fund</li> <li>D. General Fund</li> <li>E. Title II</li> <li>F. Title III</li> </ul>	<ul style="list-style-type: none"> <li>A. General Fund</li> <li>B. Title II</li> <li>C. General Fund</li> <li>D. General Fund</li> <li>E. Title I</li> <li>F. Title III</li> </ul>
<b>Budget Reference</b>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 1000 - Certificated Personnel</li> <li>C. 5000 - Services</li> <li>D. 5000 - Services</li> </ul>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 1000 - Certificated Personnel</li> <li>C. 4000 - Supplies</li> <li>D. 5000 - Services</li> <li>E. 5000 - Services</li> <li>F. 5000 - Services</li> </ul>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 1000 - Certificated Personnel</li> <li>C. 4000 - Supplies</li> <li>D. 5000 - Services</li> <li>E. 5000 - Services</li> <li>F. 5000 - Services</li> </ul>

## Action #5

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

**Students to be Served**

**Location(s)**

All Students

Specific Grade spans, 9-12

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Create and develop effective CTE pathways

Create and develop effective CTE pathways

Create and develop effective CTE pathways.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

- A. \$39,314
- B. \$17,400
- C. \$70,000
- D. \$101,000
- E. \$12,000
- F. \$23,000
- G. \$9,000

- A. \$144,273
- B. \$171,000
- C. \$42,000
- D. \$9,500

- A. \$129,000
- B. \$27,700
- C. \$2,000
- D. \$36,000
- E. \$172,000
- F. \$86,000
- G. \$9,500

**Source**

- A. SLOPE Grant
- B. Incentive Grant
- C. SLOPE Grant
- D. Incentive Grant
- E. SLOPE Grant
- F. Incentive Grant
- G. College Readiness Grant

- A. Incentive Grant
- B. Incentive Grant
- C. Incentive Grant
- D. College Readiness Grant

- A. Incentive Grant
- B. K-12 Strong Workforce Grant
- C. College Readiness Grant
- D. Incentive Grant
- E. K-12 Strong Workforce Grant
- F. K-12 Strong Workforce Grant
- G. College Readiness Grant

**Budget Reference**

- A. 1000 - Certificated Personnel
- B. 1000 - Certificated Personnel
- C. 4000 - Supplies
- D. 4000 - Supplies
- E. 5000 - Services
- F. 5000 - Services
- G. 5000 - Services

- A. 1000 - Certificated Personnel
- B. 4000 - Supplies
- C. 5000 - Services
- D. 5000 - Services

- A. 1000 - Certificated Personnel
- B. 1000 - Certificated Personnel
- C. 1000 - Certificated Personnel
- D. 2000 - Classified Personnel
- E. 4000 - Supplies
- F. 5000 - Services
- G. 5000 - Services

## Action #6

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Enhance and modernize Music programs.

Enhance and modernize Music programs.

Enhance and modernize Music programs.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

- A. \$800
- B. \$130,000
- C. \$3,000

- A. \$800
- B. \$110,000
- C. \$3,000

- A. \$800
- B. \$110,000
- C. \$3,000

**Source**

A. Title II  
B. Restricted Lottery  
C. Title II

A. Title II  
B. Restricted Lottery  
C. Title II

A. Title II  
B. Restricted Lottery  
C. Title II

**Budget  
Reference**

A. 1000 - Certificated Personnel  
B. 4000 - Supplies  
C. 5000 - Services

A. 1000 - Certificated Personnel  
B. 4000 - Supplies  
C. 5000 - Services

A. 1000 - Certificated Personnel  
B. 4000 - Supplies  
C. 5000 - Services

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

New

## Goal 2

All LCAP-identified student groups will achieve substantial academic gains through a multi-tiered system of support.

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

**State Priorities:** 1, 2, 4

**Local Priorities:** Focus 2

### Identified Need:

The results from the 2018 California Assessment of Student Performance and Progress (CAASPP), LCFF Evaluation rubrics, district common assessments, stakeholder meetings notes, Student Senate notes, and stakeholder survey results were used to identify the current needs in instruction, curriculum, and student achievement.

The CAASPP results for mathematics showed 62% of all students met or exceeded standard, while only 41% of socio-economically disadvantaged students met or exceeded standard, 17% of English learners met or exceeded standard, and 54% of reclassified English proficient students met or exceeded standard.

The CAASPP results for English Language Arts showed 69% of all students met or exceeded standard, while only 48% of socio-economically disadvantaged students met or exceeded standard, 15% of English learners met or exceeded standard, and 63% of reclassified English proficient students met or exceeded standard.

District common assessments were used to identify the current needs of our LCAP-identified student groups in mathematics and English Language Arts:

Mathematics:

•K-5 math as measured growth from 2017-18 to 2018-19 indicates:

- o SED -62% to 62%, 0 percentage points
- o EL - 51% to 50, -1 percentage point
- o RFEP - 78% to 81 +3 percentage points

•6th grade math as measured growth from 2016-17 to 2017-18 indicates:

- o SED - 34% to 31%, -3 percentage points
- o EL - 8% to 4%, -4 percentage points
- o RFEP - 31% to 49%, +18 percentage points
- o SWD - 29% to 22%, -7 percentage points

•7th grade math as measured growth from 2016-17 to 2017-18 indicates:

- o NonSED 67% to 76%, +9 percentage points
- o SED 54% to 49%, - 5 percentage points
- o EL 24% to 48%, +24 percentage points
- o RFEP 58% to 50%, -8 percentage points
- o SWD 19% to 34%, +15 percentage points

•8th grade math as measured growth from 2016-17 to 2017-18 indicates:

- o NonSED - 83% to 61%, -22 percentage points
- o SED - 81% to 47%, -34 percentage points
- o EL - 71% to 47%, - 24 percentage points
- o RFEP - 86% to 51%, -35 percentage points
- o SWD - 44% to 46%, +2 percentage points

•Algebra 1 District Common Assessment as measured growth from 2016-17 to 2017-18 indicates:

- o NonSED 70% to 73%, +3 percentage points
- o SED 61% to 56%, - 5 percentage points
- o EL 50% to 40%, -10 percentage points
- o RFEP 54% to 63%, + 9 percentage points
- o SWD 72% to 44%, -28 percentage points

•Geometry District Common Assessment as measured growth from 2016-17 to 2017-18 indicates:

- o NonSED - 70% to 69%, -1 percentage point
- o SED - 37% to 56%, +19 percentage points
- o EL - 8% to 40%, +32 percentage points
- o RFEP - 42% to 64%, +22 percentage points
- o SWD - 38% to 55%, +17 percentage points

•Algebra II District Common Assessment as measured growth from 2016-17 to 2017-18 indicates:

- o SED - 5% to 58%, +53 percentage points
- o EL - N/A to 22%, N/A percentage points
- o RFEP - 14% to 51%, +37 percentage points
- o SWD - 0% to 44%, +44 percentage points

English Language Arts

•K-2 reading as measured by growth from 2017-18 to 2018-19 indicates:

- o SED - 35% to 33%, -2 percentage points
- o EL - 25% to 24%, -1 percentage point
- o RFEP - 50% to 76% +26 percentage points

•3-6 reading as measured by growth from 2017-18 to 2018-19 indicates:

- o SED - 47% to 42%, -5 percentage points
- o EL - 17% to 14%, -3 percentage points
- o RFEP - 67% to 68%, +1 percentage point

•K-6 writing as measured by growth from 2017-18 to 2018-19 indicates:

- o SED - 43% to 38%, -5 percentage points
- o EL - 37% to 32%, -5 percentage points
- o RFEP - 48% to 51%, +3 percentage points

Secondary ELA common Assessments for 2017-18 indicates:

•7-8 ELA Narrative Common Assessments

- o SED - 55%
- o EL – 39%
- o RFEP – 57%
- o SWD – 36%

•7-8 ELA Info/Explanatory Common Assessments

- o SED - 62%
- o EL – 31%
- o RFEP – 70%
- o SWD – 43%

•7-8 ELA Argumentative Common Assessments

- o SED - 56%
- o EL – 31%
- o RFEP – 67%
- o SWD – 30%

•9-12 Narrative Common Assessments

- o SED – 64%
- o EL – 44%
- o RFEP – 65%
- o SWD – 32%

•9-12 Info/Explanatory Common Assessments

- o SED – 59%
- o EL – 34%
- o RFEP – 61%
- o SWD – 37%

•9-12 Argumentative Common Assessments

- o SED – 59%
- o EL – 35%
- o RFEP – 35%
- o SWD – 46%

After reviewing the data from both the CAASPP and district common assessments, we identified the need to continue to raise achievement for all students and close the achievement gap for our LCAP-identified students. Stakeholder feedback supported our continued focus on early intervention and support provided by well-trained staff. The need for continuing preschool, early literacy, online courses and targeted summer school was a high priority.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Student performance in mathematics will increase by 5%, as measured by the CAASPP for LCAP-identified student groups.

SED = 39% (yellow performance level)  
EL = 18% (yellow performance level)  
RFEP = 52%

+5%  
Green Performance Level

+5%  
Green Performance Level

+5%  
Blue Performance Level

Student performance in mathematics will increase by 5%, as measured by District Common Assessments for LCAP-identified student groups.

K-5 Math Benchmark (2nd trimester)

- SED = 50%
- EL = 41%
- RFEP = 64%

6th-8th Benchmark (Task 3)

- SED = 61%
- EL = 42%
- RFEP = 71%

Algebra 1 Benchmark (Task 3):

- SED = 49%
- EL = 50%
- RFEP = 38%

Geometry Benchmark (Task 2)

- SED = 51%
- EL = 20%
- RFEP = 45%

+5%

+5%

+5%

<p>Student performance in English Language Arts will increase by 5%, as measured by the CAASPP for LCAP-identified student groups.</p>	<p>SED = 45% (yellow performance level)          EL = 16% (yellow performance level)          RFEP = 63%</p>	<p>+5%          Green Performance Level</p>	<p>+5%          Green Performance Level</p>	<p>+5%          Blue Performance Level</p>
<p>Student performance in English Language Arts will increase by 5%, as measured by District Common Assessments for LCAP-identified student groups.</p>	<p>K-2 BAS (2nd Trimester)</p> <ul style="list-style-type: none"> <li>• SED = 36%</li> <li>• EL = 26%</li> <li>• RFEP = 77%</li> </ul> <p>3-6 RI (2nd Trimester)</p> <ul style="list-style-type: none"> <li>• SED = 42%</li> <li>• EL = 14%</li> <li>• RFEP = 77%</li> </ul> <p>K-6 Writing (2nd Trimester)</p> <ul style="list-style-type: none"> <li>• SED = 36%</li> <li>• EL = 34%</li> <li>• RFEP = 42%</li> </ul> <p>Middle School ELA Narrative:</p>	<p>+5%</p>	<p>+5%</p>	<p>+5%</p>

- SED = 62%
- EL = 45%
- RFEP = 61%

Informational:

- SED = 55%
- EL = 48%
- RFEP = 53%

Argumentative:

- SED = 55%
- EL = 28%
- RFEP = 63%

High School ELA  
Informational Essay

- SED = 56%
- EL = 27%
- RFEP = 68%

Argument Essay

- SED = 47%
- EL = 38%
- RFEP = 57%

<p>District generated, inside regular classroom (IRC) data will indicate a 2% increase in the time special education students spend in general education classrooms.</p>	<p>=/&gt; 81% Regular Ed. = 54.2%</p> <p>=/&lt; 40% Regular Ed. = 21%</p>	<p>+2%</p>	<p>+2%</p>	<p>+2%</p>
<p>Results of parent survey will indicate 90% approval rating for Pacheco 90/10 program.</p>	<p>Results of parent survey indicate 92.5% approval rating.</p>	<p>90% or above</p>	<p>90% or above</p>	<p>90% or above</p>
<p>We will increase our English learner redesignation rate from 14% to 15% during the 2019-2020 school year.</p>	<p>14%</p>	<p>N/A</p>	<p>N/A</p>	<p>15%</p>

We will see an increase of 3% in the number of subgroup students who participate in band and choir. In addition, we will see an increase of 3% in the number of subgroup students who take AP classes.

Subgroup participation in band and choir - 24%  
Subgroups enrolled in AP classes - 25%

N/A

N/A

+3%

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Strengthen district-wide multi-tiered system of support for meeting student's individual needs in academic areas.

Strengthen district-wide multi-tiered system of support for meeting student's individual needs in academic areas.

Strengthen districtwide multi-tiered system of support for meeting students' individual needs in academic areas.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>			
<b>Source</b>	<ul style="list-style-type: none"> <li>A. LCAP Supplemental</li> <li>B. Title I</li> <li>C. Title II</li> <li>D. LCAP Supplemental</li> <li>E. LCAP Supplemental</li> <li>F. LCAP Supplemental</li> <li>G. General Fund</li> </ul>	<ul style="list-style-type: none"> <li>A. LCAP Supplemental</li> <li>B. Title I</li> <li>C. Title III</li> <li>D. LCAP Supplemental</li> <li>E. LCAP Supplemental</li> <li>F. Title III</li> </ul>	<ul style="list-style-type: none"> <li>A. General Fund</li> <li>B. LCAP Supplemental</li> <li>C. LCAP Supplemental</li> <li>D. General Fund</li> <li>E. General Fund</li> <li>F. LCAP Supplemental</li> <li>G. Title III</li> </ul>
<b>Budget Reference</b>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 1000 - Certificated Personnel</li> <li>C. 1000 - Certificated Personnel</li> <li>D. 2000 - Classified Personnel</li> <li>E. 4000 - Supplies</li> <li>F. 5000 - Services</li> <li>G. 5000 - Services</li> </ul>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 1000 - Certificated Personnel</li> <li>C. 1000 - Certificated Personnel</li> <li>D. 2000 - Classified Personnel</li> <li>E. 5000 - Services</li> <li>F. 5000 - Services</li> </ul>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 1000 - Certificated Personnel</li> <li>C. 2000 - Classified Personnel</li> <li>D. 4000 - Supplies</li> <li>E. 5000 - Services</li> <li>F. 5000 - Services</li> <li>G. 5000 - Services</li> </ul>

## Action #2

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Strengthen math supports for students needing interventions and accelerations, including personalized learning opportunities.

Strengthen math supports for students needing interventions and accelerations, including personalized learning opportunities.

Strengthen math supports for students needing interventions and accelerations, including personalized learning opportunities.

## Budgeted Expenditures

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	A. \$5,500 B. \$5,000 C. \$65,000	A. \$4,000 B. \$6,500 C. \$93,972	A. \$4,000 B. \$34,512 C. 6,500
<b>Source</b>	A. LCAP Supplemental B. LCAP Supplemental C. LCAP Supplemental	A. Title I B. Title I C. LCAP Supplemental	A. Title II B. LCAP Supplemental C. Title I
<b>Budget Reference</b>	A. 1000 - Certificated Personnel B. 4000 - Supplies C. 5000 - Services	A. 1000 - Certificated Personnel B. 5000 - Services C. 5000 - Services	A. 1000 - Certificated Personnel B. 5000 - Services C. 5000 - Services

### Action #3

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

### Actions/Services

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

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

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

Modified

Modified

Modified

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

Strengthen ELA/ELD supports for students needing interventions and accelerations, including personalized learning opportunities.

Strengthen ELA/ELD supports for students needing interventions and accelerations, including personalized learning opportunities.

Strengthen ELA/ELD supports for students needing interventions and accelerations, including personalized learning opportunities.

### Budgeted Expenditures

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
-------------	----------------	----------------	----------------

**Amount**

- A. \$400
- B. \$153,000
- C. \$4,000
- D. \$5,000

- A. \$400
- B. \$135,500
- C. \$17,161
- D. \$5,000
- E. \$22,500
- F. \$32,000
- G. \$6,000

- A. \$400
- B. \$29,500
- C. \$142,500
- D. \$3,000
- E. \$20,000
- F. \$5,000
- G. \$44,000

**Source**

A. General Fund  
 B. LCAP Supplemental  
 C. LCAP Supplemental  
 D. LCAP Supplemental

A. General Fund  
 B. LCAP Supplemental  
 C. Title I  
 D. General Fund  
 E. LCAP Supplemental  
 F. Title I  
 G. LCAP Supplemental

A. General Fund  
 B. Title I  
 C. LCAP Supplemental  
 D. Classified PD Grant  
 E. LCAP Supplemental  
 F. Title I  
 G. LCAP Supplemental

**Budget Reference**

A. 1000 - Certificated Personnel  
 B. 1000 - Certificated Personnel  
 C. 4000 - Supplies  
 D. 5000 - Services

A. 1000 - Certificated Personnel  
 B. 1000 - Certificated Personnel  
 C. 1000 - Certificated Personnel  
 D. 4000 - Supplies  
 E. 4000 - Supplies  
 F. 5000 - Services  
 G. 5000 - Services

A. 1000 - Certificated Personnel  
 B. 1000 - Certificated Personnel  
 C. 1000 - Certificated Personnel  
 D. 2000 - Classified Personnel  
 E. 4000 - Supplies  
 F. 4000 - Supplies  
 G. 5000 - Services

**Action #4**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

LEA-Wide

All Schools

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Strengthen academic supports for English learners.

Strengthen academic supports for English learners.

Strengthen academic supports for English learners.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

- A. \$459,000
- B. \$20,000
- C. \$333,000
- D. \$22,100
- E. \$1,000

- A. \$602,202
- B. \$20,000
- C. \$369,357
- D. \$15,000
- E. \$4,000
- F. 6,750

- A. \$640,000
- B. \$379,000
- C. \$15,000
- D. \$4,000
- E. 6,750

**Source**

- A. LCAP Supplemental
- B. Title III
- C. LCAP Supplemental
- D. LCAP Supplemental
- E. General

- A. LCAP Supplemental
- B. Title III
- C. LCAP Supplemental
- D. LCAP Supplemental
- E. Title III
- F. Title III

- A. LCAP Supplemental
- B. LCAP Supplemental
- C. LCAP Supplemental
- D. Title I
- E. Title I

**Budget Reference**

- A. 1000 - Certificated Personnel
- B. 1000 - Certificated Personnel
- C. 2000 - Classified Personnel
- D. 4000 - Supplies
- E. 5000 - Services

- A. 1000 - Certificated Personnel
- B. 1000 - Certificated Personnel
- C. 2000 - Classified Personnel
- D. 4000 - Supplies
- E. 4000 - Supplies
- F. 5000 - Services

- A. 1000 - Certificated Personnel
- B. 2000 - Classified Personnel
- C. 4000 - Supplies
- D. 4000 - Supplies
- E. 5000 - Services

## Action #5

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

**Students to be Served**

Students with Disabilities

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

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

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

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

Modified

Modified

Modified

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

Strengthen support for special education students with an emphasis on inclusion.

Strengthen support for special education students with an emphasis on inclusion.

Strengthen support for special education students with an emphasis on inclusion.

### Budgeted Expenditures

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
-------------	----------------	----------------	----------------

**Amount**

- A. \$9,800
- B. \$9,500
- C. \$2,400
- D. \$12,500

- A. \$8,800
- B. \$3,500
- C. \$14,500
- D. \$12,500

- A. \$11,500
- B. \$3,000
- C. \$1,000
- D. \$7,000
- E. \$14,500

<b>Source</b>	<ul style="list-style-type: none"> <li>A. LCAP Supplemental</li> <li>B. LCAP Supplemental</li> <li>C. LCAP Supplemental</li> <li>D. LCAP Supplemental</li> </ul>	<ul style="list-style-type: none"> <li>A. LCAP Supplemental</li> <li>B. LCAP Supplemental</li> <li>C. LCAP Supplemental</li> <li>D. LCAP Supplemental</li> </ul>	<ul style="list-style-type: none"> <li>A. LCAP Supplemental</li> <li>B. Special Education Funding</li> <li>C. LCAP Supplemental</li> <li>D. LCAP Supplemental</li> <li>E. LCAP Supplemental</li> </ul>
<b>Budget Reference</b>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 2000 - Classified Personnel</li> <li>C. 4000 - Supplies</li> <li>D. 5000 - Services</li> </ul>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 2000 - Classified Personnel</li> <li>C. 4000 - Supplies</li> <li>D. 5000 - Services</li> </ul>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 1000 - Certificated Personnel</li> <li>C. 2000 - Classified Personnel</li> <li>D. 4000 - Supplies</li> <li>E. 5000 - Services</li> </ul>

## Action #6

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Grade spans,

## Actions/Services

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

Modified

### 2017-18 Actions/Services

Strengthen pre-Kindergarten academic learning opportunities for English learners and socio-economically disadvantaged students.

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

Modified

### 2018-19 Actions/Services

Strengthen pre-Kindergarten academic learning opportunities for English learners and socio-economically disadvantaged students.

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

Modified

### 2019-20 Actions/Services

Strengthen pre-Kindergarten academic learning opportunities for students with home language other than English and socio-economically disadvantaged students.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> <li>A. \$346,500</li> <li>B. \$209,783</li> <li>C. \$2,500</li> <li>D. \$14,000</li> </ul>	<ul style="list-style-type: none"> <li>A. \$270,783</li> <li>B. \$176,034</li> <li>C. \$500</li> <li>D. \$1,500</li> <li>E. \$14,000</li> </ul>	<ul style="list-style-type: none"> <li>A. \$280,000</li> <li>B. \$182,000</li> <li>C. \$1,250</li> <li>D. \$1,500</li> <li>E. \$14,000</li> </ul>

**Source**

- A. LCAP Supplemental
- B. LCAP Supplemental
- C. LCAP Supplemental
- D. LCAP Supplemental

- A. LCAP Supplemental
- B. LCAP Supplemental
- C. General Fund
- D. Title III
- E. LCAP Supplemental

- A. LCAP Supplemental
- B. LCAP Supplemental
- C. LCAP Supplemental
- D. Title I
- E. LCAP Supplemental

**Budget Reference**

- A. 1000 - Certificated Personnel
- B. 2000 - Classified Personnel
- C. 4000 - Supplies
- D. 5000 - Services

- A. 1000 - Certificated Personnel
- B. 2000 - Classified Personnel
- C. 4000 - Supplies
- D. 4000 - Supplies
- E. 5000 - Services

- A. 1000 - Certificated Personnel
- B. 2000 - Classified Personnel
- C. 4000 - Supplies
- D. 4000 - Supplies
- E. 5000 - Services

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

Modified

## Goal 3

SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.

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

**State Priorities:** 3, 5, 6, 7

**Local Priorities:** Focus 3

### Identified Need:

California School Healthy Kids Survey results indicated that school connectedness decreased in the 7th grade by 10%, and in the 9th grade by 4% and the 11th grade by 11%.

Average Daily Attendance (ADA) through the end of Trimester 2, 2019 is at 95.66%

Chronic absenteeism for the same period is 9.66%

The Truancy rate is at 25.89%

There have been twelve expulsions as of May 6, 2019

Final chronic absenteeism and ADA data will be available after June 15, 2019. At that time, data will be re-examined to pinpoint specific school and

student needs for the 2019-20 school year.

Stakeholder feedback indicated Culture of Care is a high priority, specifically providing safe, caring environments and showing responsiveness to students' social-emotional needs.

As middle school and high school dropout rates are released by the state, specific site needs will be re-examined.

Ongoing monitoring of student attendance, chronic absences, and truancy provides the data to support continued focus on enhancing interventions, supports, and engagement opportunities for all students in our schools.

Youth Truth survey results indicated a 3.49 positive perception (on a 5-point scale) for middle school students and 3.45 positive perception for high school students around student engagement.

Feedback from the Common Ground Advisory Task Force indicated a need for professional development and ongoing training in the area of understanding diversity and inclusivity in our schools.

## Expected Annual Measureable Outcomes

### Metrics/Indicators

### Baseline

### 2017-18

### 2018-19

### 2019-20

The results on the SLCUSD elementary parent survey will indicate that 90% of parents agree or strongly agree to positive statements regarding areas of

The results of the elementary parent survey indicate that we met or exceeded the goal in three out of five criteria. This goal will be continued into the new 2017-18 LCAP.  
  
I feel welcome at my

90% for all five criteria

90% for all five criteria

90% for all five criteria

safety and respect.

child's school. (92.9% agree or strongly agree)

My child is safe at school. (90.6% agree or strongly agree)

My child is safe going to and from school. (87.6% agree or strongly agree)

The teachers show respect for the students. (94.6% agree or strongly agree)

The students show respect for other students. (80.9 agree or strongly agree)

<p>100% of parents involved in Success for All Pre-Schools will participate in monthly parent involvement/ education activities.</p>	<p>95% of parents participated in monthly parent involvement/education activities.</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>
<p>Healthy Kids Survey will indicate an increase in positive indicators in the area of School Developmental Supports and Connectedness for our 7th graders, 3% for our 8th graders, and 3% for our 9th graders.</p>	<p>Healthy Kids Survey results (15-16) positive indicators of developmental supports, connectedness, and academic motivation increased in the 7th grade by 9%, and in the 9th grade by 4%. The indicators decreased in the 11th percent by 3%.</p>	<p>+3%</p>	<p>N/A</p>	<p>+3%</p>

<p>Records of counseling support will increase by 2% in the number of students served, including socio-economically disadvantaged students and English learners.</p>	<p>2015-16 Secondary counseling +3%, EL students served = 4% SED students served = 1% 2015-16 Elementary counseling +1%. EL students served + 1% SED students served + 1%</p>	<p>+2%</p>	<p>+2%</p>	<p>+2%</p>
<p>Attendance data will indicate a decrease in chronic absenteeism by 1%.</p>	<p>Chronic absenteeism (as of 3-31-17) = 13.19%</p>	<p>-2%</p>	<p>-1%</p>	<p>-1%</p>
<p>Suspension rates will decrease for all students and LCAP student groups by .3% or more, as prescribed and measured by the California School Dashboard.</p>	<p>All = 4.1% EL = 5.7% SED = 6.3% SWD = 11% As reported on CA School Dashboard (2015-2016)</p>	<p>All = 3.7% EL = 5.3% SED = 5.9% SWD = 10.5% (2017)</p>	<p>All = 3.5% EL = 5.1% SED = 5.7% SWD = 10.3% (2018)</p>	<p>All = 3.2% EL = 4.9% SED = 5.5% SWD = 10.1% (2019)</p>

<p>Expulsion data will indicate a decrease in expulsions as measured by district data.</p>	<p>12 (2015-2016)</p>	<p>11</p>	<p>10</p>	<p>9</p>
<p>Attendance data will indicate an increase in school attendance rates.</p>	<p>95.35% ADA 2015-2016</p>	<p>95.5% (2017)</p>	<p>95.75% (2018)</p>	<p>96% (2018)</p>
<p>Dropout data will indicate a decrease in middle school dropout rate.</p>	<p>1 2015-2016 (Data Quest)</p>	<p>0 (2017)</p>	<p>0 (2018)</p>	<p>0 (2019)</p>
<p>Dropout data will indicate a decrease in high school dropout rate.</p>	<p>8 2015-2016 (Data Quest)</p>	<p>0 (2017)</p>	<p>0 (2018)</p>	<p>0 (2019)</p>

<p>Graduation data will indicate an increase in graduation rate.</p>	<p>96.7% (Data Quest)</p>	<p>97%</p>	<p>98%</p>	<p>99%</p>
<p>Youth Truth survey results will indicate a 5% increase in positive student perceptions around relationships with peers (bullying).</p>	<p>High school - 57% positive perception (2017-18) Middle school - 56% positive perception (2017-18)</p>	<p>N/A</p>	<p>+5%</p>	<p>+5%</p>
<p>Youth Truth survey results will indicate a 1-point increase (on a 5-point scale) in students' positive perception around student engagement.</p>	<p>High school - 3.5 (2017-18) Middle school - 3.66 (2017-18)</p>	<p>N/A</p>	<p>+1 on a 5-point scale</p>	<p>+0.5 on a 5-point scale</p>

All administrators will participate in a year-long equity professional development series designed to create awareness and analyze current practices.

New metric

N/A

All administrators

All staff

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

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

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

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

Modified

Modified

Modified

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

Enhance social-emotional support, including counseling model to ensure support for families and students in need, while increasing connections with community-based organizations.

Enhance social-emotional support, including counseling model to ensure support for families and students in need, while increasing connections with community-based organizations.

Enhance social-emotional support, including counseling model to ensure support for families and students in need, while increasing connections with community-based organizations

## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount			
Source	<ul style="list-style-type: none"> <li>A. LCAP Supplemental</li> <li>B. LEA-MediCal</li> <li>C. LCAP Supplemental</li> <li>D. LEA-MediCal</li> <li>E. LCAP Supplemental</li> <li>F. General</li> <li>G. Homeless Grant</li> </ul>	<ul style="list-style-type: none"> <li>A. LCAP Supplemental</li> <li>B. LCAP Supplemental</li> <li>C. LCAP Supplemental</li> <li>D. General Fund</li> <li>E. LEA-MediCal</li> </ul>	<ul style="list-style-type: none"> <li>A. General Fund</li> <li>B. LCAP Supplemental</li> <li>C. General Fund</li> <li>D. LCAP Supplemental</li> <li>E. LCAP Supplemental</li> <li>F. LEA-MediCal</li> <li>G. Homeless Grant</li> </ul>
Budget Reference	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 1000 - Certificated Personnel</li> <li>C. 4000 - Supplies</li> <li>D. 5000 - Services</li> <li>E. 5000 - Services</li> <li>F. 5000 - Services</li> <li>G. 5000 - Services</li> </ul>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 4000 - Supplies</li> <li>C. 5000 - Services</li> <li>D. 5000 - Services</li> <li>E. 5000 - Services</li> </ul>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 1000 - Certificated Personnel</li> <li>C. 4000 - Supplies</li> <li>D. 4000 - Supplies</li> <li>E. 5000 - Services</li> <li>F. 5000 - Services</li> <li>G. 5000 - Services</li> </ul>

## Action #2

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

### Students to be Served

N/A

### Location(s)

N/A

**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

### Location(s)

All Schools

## Actions/Services

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

Modified

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

Unchanged

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

Modified

### 2017-18 Actions/Services

Provide comprehensive supports for EL, SED, Foster/Homeless Youth and other identified students and their families.

### 2018-19 Actions/Services

Provide comprehensive supports for EL, SED, Foster/Homeless Youth and other identified students and their families.

### 2019-20 Actions/Services

Provide comprehensive supports for EL, SED, Foster/Homeless Youth and other identified students and their families.

## Budgeted Expenditures

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	A. \$36,000 B. \$565,000	A. \$36,000 B. \$565,000	A. \$36,000 B. \$540,000
<b>Source</b>	A. LCAP Supplemental B. LCAP Supplemental	A. LCAP Supplemental B. LCAP Supplemental	A. LCAP Supplemental B. LCAP Supplemental
<b>Budget Reference</b>	A. 2000 - Classified Personnel B. 5000 - Services	A. 2000 - Classified Personnel B. 5000 - Services	A. 2000 - Classified Personnel B. 5000 - Services

### Action #3

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Grade spans,  
Preschool/Transitional Kindergarten

## Actions/Services

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

Unchanged

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

Modified

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

Modified

### 2017-18 Actions/Services

Strengthen early connection to English learner and socio-economically disadvantaged families and identification of students needing support prior to enrollment in Kindergarten.

### 2018-19 Actions/Services

Strengthen early connection to English learner and socio-economically disadvantaged families and identification of students needing support prior to enrollment in Kindergarten.

### 2019-20 Actions/Services

Strengthen early connection to English learner and socio-economically disadvantaged families and identification of students needing support prior to enrollment in Kindergarten.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. \$4,000 B. \$1,000	A. \$2,000 B. \$1,000	A. \$2,000
Source	A. LCAP Supplemental B. LCAP Supplemental	A. LCAP Supplemental B. LCAP Supplemental	A. LCAP Supplemental

**Budget Reference**

A. 1000 - Certificated Personnel  
B. 2000 - Classified Personnel

A. 1000 - Certificated Personnel  
B. 2000 - Classified Personnel

A. 1000 - Certificated Personnel

**Action #4**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes.

Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes.

Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	<ul style="list-style-type: none"> <li>A. \$40,000</li> <li>B. \$126,344</li> <li>C. \$10,000</li> <li>D. \$20,000</li> </ul>	<ul style="list-style-type: none"> <li>A. \$30,000</li> <li>B. \$133,661</li> <li>C. \$10,000</li> <li>D. \$5,000</li> </ul>	<ul style="list-style-type: none"> <li>A. \$30,000</li> <li>B. \$133,661</li> <li>C. \$10,000</li> <li>D. \$5,000</li> </ul>
<b>Source</b>	<ul style="list-style-type: none"> <li>A. LCAP Supplemental</li> <li>B. LCAP Supplemental</li> <li>C. LCAP Supplemental</li> <li>D. LCAP Supplemental</li> </ul>	<ul style="list-style-type: none"> <li>A. LCAP Supplemental</li> <li>B. LCAP Supplemental</li> <li>C. LCAP Supplemental</li> <li>D. LCAP Supplemental</li> </ul>	<ul style="list-style-type: none"> <li>A. LCAP Supplemental</li> <li>B. LCAP Supplemental</li> <li>C. LCAP Supplemental</li> <li>D. LCAP Supplemental</li> </ul>
<b>Budget Reference</b>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 2000 - Classified Personnel</li> <li>C. 4000 - Supplies</li> <li>D. 5000 - Services</li> </ul>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 2000 - Classified Personnel</li> <li>C. 4000 - Supplies</li> <li>D. 5000 - Services</li> </ul>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 1000 - Classified Personnel</li> <li>C. 4000 - Supplies</li> <li>D. 5000 - Services</li> </ul>

## Action #5

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Engage and educate parents regarding SLCUSD academic and social-emotional programs.

Engage and educate parents regarding SLCUSD academic and social-emotional programs.

Engage and educate parents regarding SLCUSD academic and social-emotional programs and parent education opportunities.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

- A. \$3,000
- B. \$1,000
- C. \$6,000
- D. \$2,000
- E. \$10,000
- F. \$23,000

- A. \$1,000
- B. \$3,000
- C. \$1,000
- D. \$5,000
- E. \$2,000
- F. \$10,000
- G. \$25,127

- A. \$3,000
- B. \$1,000
- C. \$3,000
- D. \$2,000
- E. \$38,000
- F. \$10,000

**Source**

- A. Title III
- B. LCAP Supplemental
- C. LCAP Supplemental
- D. Title III
- E. Title III
- F. LCAP Supplemental

- A. General Fund
- B. Title III
- C. LCAP Supplemental
- D. LCAP Supplemental
- E. Title III
- F. Title III
- G. LCAP Supplemental

- A. Title III
- B. Title III
- C. LCAP Supplemental
- D. Title III
- E. General Fund
- F. Title I

**Budget Reference**

- A. 1000 - Certificated Personnel
- B. 2000 - Classified Personnel
- C. 4000 - Supplies
- D. 4000 - Supplies
- E. 5000 - Services
- F. 5000 - Services

- A. 1000 - Certificated Personnel
- B. 1000 - Certificated Personnel
- C. 2000 - Classified Personnel
- D. 4000 - Supplies
- E. 4000 - Supplies
- F. 5000 - Services
- G. 5000 - Services

- A. 1000 - Certificated Personnel
- B. 2000 - Classified Personnel
- C. 4000 - Supplies
- D. 4000 - Supplies
- E. 5000 - Services
- F. 5000 - Services

## Action #6

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

### Students to be Served

N/A

### Location(s)

N/A

**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

### Location(s)

All Schools

## Actions/Services

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

New

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

New

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

Modified

### 2017-18 Actions/Services

N/A

### 2018-19 Actions/Services

Develop equitable and inclusive practices for all students and staff, to include parent education opportunities

### 2019-20 Actions/Services

Develop equitable and inclusive practices for all students and staff, and include parent education opportunities.

## Budgeted Expenditures

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	N/A	A. 7,000 B. \$30,000 C. \$4,000 D. \$44,500	A. \$50,000 B. \$7,000 C. \$72,500
<b>Source</b>	N/A	A. LCAP Supplemental B. LCAP Supplemental C. LCAP Supplemental D. LCAP Supplemental	A. LCAP Supplemental B. LCAP Supplemental C. LCAP Supplemental
<b>Budget Reference</b>	N/A	A. 1000 - Certificated Personnel B. 2000 - Classified Personnel C. 4000 - Supplies D. 5000 - Services	A. 1000 - Certificated Personnel B. 4000 - Supplies C. 5000 - Services

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

Modified

## Goal 4

SLCUSD will expand technology and promote innovation to prepare students for college and career.

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

**State Priorities:** 7, 8

**Local Priorities:** Focus 4

### Identified Need:

BrightBytes Surveys, completed by staff, students and parents indicated a continued need to improve digital citizenship, increase teachers' regular use of online opportunities for students to use the 4Cs (collaboration, creativity, communication, and critical thinking), and increase home access to the internet and devices, including personalized learning.

Results of the stakeholder input determined a need to use technology strategically in our classrooms to engage students, personalize learning, and enhance innovation.

### Expected Annual Measureable Outcomes

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

Student frequency of learning digital citizenship will improve from Emerging to Proficient, as measured by the BrightBytes Survey.

Emerging

Proficient

Advanced

Exemplary

Teachers will increase regular online use of 4Cs (collaboration, creativity, communication, and critical thinking) with students from Emerging to Proficient, as measured by the BrightBytes Survey.

Emerging

Proficient

Advanced

Exemplary

<p>Improve student home access to technology from Advanced to Exemplary as measured by BrightBytes Survey.</p>	<p>Advanced</p>	<p>100%</p>	<p>100%</p>	<p>Exemplary</p>
<p>Improve student home access to devices by 10% (from 90% to 100%), as measured by BrightBytes Survey.</p>	<p>90%</p>	<p>100%</p>	<p>100%</p>	<p>Indicator merged/modified with indicator above as BrightBytes no longer reports on internet access and device access separately.</p>
<p>Student time and number of books read, as measured by MyOn personalized independent reading program, will increase by 5% over previous year.</p>	<p>Baseline data for 2015-16:  <ul style="list-style-type: none"> <li>• 8.18 hours per student (average)</li> <li>• 34.49 total number of books read per student (average)</li> </ul>                     Final data for 2016-17 is not yet available.</p>	<p>+5%</p>	<p>Goal discontinued</p>	<p>N/A</p>

100% of facilities will be considered in good repair.

100%

100%

100%

100%

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Develop visionary leadership teams that model best practices in the area of technology and innovation.

Develop visionary leadership teams that model best practices in the area of technology and innovation.

Develop visionary leadership teams that model best practices in the area of technology and innovation.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	A. \$102,000 B. \$6,000	A. \$103,070 B. \$15,000 C. \$2,000	A. \$95,000 B. \$2,000
<b>Source</b>	A. General Fund B. General Fund	A. General Fund B. General Fund C. General Fund	A. General Fund B. General Fund
<b>Budget Reference</b>	A. 1000 - Certificated Personnel B. 5000 - Services	A. 1000 - Certificated Personnel B. 4000 - Supplies C. 5000 - Services	A. 1000 - Certificated Personnel B. 5000 - Services

## Action #2

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

Modified

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

Modified

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

Modified

### 2017-18 Actions/Services

Utilize data to modernize and improve learning and target professional development

### 2018-19 Actions/Services

Utilize data to modernize and improve learning and target professional development

### 2019-20 Actions/Services

Utilize data to modernize and improve learning and target professional development.

## Budgeted Expenditures

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	A. \$450,000 B. \$13,125	A. \$400,000 B. \$15,125	A. \$300,000 B. \$99,125
<b>Source</b>	A. LCAP Supplemental B. General	A. LCAP Supplemental B. General	A. General Fund B. General Fund
<b>Budget Reference</b>	A. 4000 - Supplies B. 5000 - Services	A. 4000 - Supplies B. 5000 - Services	A. 4000 - Supplies B. 5000 - Services

### Action #3

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Implement online and personalized learning opportunities.

2018-19 Actions/Services

Implement online and personalized learning opportunities.

2019-20 Actions/Services

Implement online and personalized learning opportunities.

## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

A. \$20,500  
B. \$49,500  
C. \$34,000

A. \$3,000  
B. \$96,630

A. \$3,000  
B. 91,630

Source

A. LCAP Supplemental  
B. General Fund  
C. Title III

A. LCAP Supplemental  
B. General Fund

A. LCAP Supplemental  
B. General Fund

Budget Reference

A. 4000 - Supplies  
B. 5000 - Services  
C. 5000 - Services

A. 4000 - Supplies  
B. 5000 - Services

A. 4000 - Supplies  
B. 5000 - Services

## Action #4

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

Modified

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

Modified

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

Modified

### 2017-18 Actions/Services

Develop and articulate integrated units and model STEAM programs.

### 2018-19 Actions/Services

Develop and articulate integrated units and model STEAM programs.

### 2019-20 Actions/Services

Develop and articulate integrated units and model STEAM programs.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	A. \$68,000 B. \$43,000 C. \$5,000 D. \$3,000	A. \$65,000 B. \$19,000	A. \$40,000 B. \$14,000
<b>Source</b>	A. General Fund B. General Fund C. General Fund D. CCPT ICT Grant	A. General Fund B. General Fund	A. General Fund B. General Fund
<b>Budget Reference</b>	A. 1000 - Certificated Personnel B. 4000 - Supplies C. 5000 - Services D. 5000 - Services	A. 1000 - Certificated Personnel B. 5000 - Services	A. 1000 - Certificated Personnel B. 5000 - Services

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

Modified

## Goal 5

SLCUSD will strengthen data use to improve academic achievement.

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

**State Priorities:** 4

**Local Priorities:** Focus 5

### Identified Need:

SLCUSD has identified the need for more precise data related to CCSS and SBAC in order to target instruction.

Stakeholder Survey results indicate a need to strengthen use of data to improve academic achievement, as well as continue to refine our common assessments to better align with curriculum and standards expectations.

BrightBytes Survey results indicate a need to improve in the understanding and use of digital and online assessments.

### Expected Annual Measureable Outcomes

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

<p>SLCUSD will increase the number of students satisfying the University of California/California State University (UC/CSU) minimum a-g requirements for college admission by 2%.</p>	2015-2016 = 60%	+2%	+2%	+2%
<p>Student enrollment in AP courses will increase by 2% from 37% to 39%.</p>	37%	39%	41%	43%
<p>SLCUSD student pass rates on AP exams will increase by 2% from 75% to 77%.</p>	77%	79%	81%	77%

<p>All elementary students will be evaluated using a standards-based report card or modified standards-based report card.</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>
<p>Teacher use of digital or online assessment will improve from Proficient to Advanced, as measured by the BrightBytes Survey.</p>	<p>Emerging</p>	<p>Proficient</p>	<p>Advanced</p>	<p>Advanced</p>

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Utilize student data for progress monitoring in a data cycle.

Utilize student data for progress monitoring in a data cycle.

Utilize student data for progress monitoring in a data cycle.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>			
<b>Source</b>	<ul style="list-style-type: none"> <li>A. General Fund</li> <li>B. LCAP Supplemental</li> <li>C. LCAP Supplemental</li> <li>D. General Fund</li> <li>E. Title II</li> <li>F. LCAP Supplemental</li> </ul>	<ul style="list-style-type: none"> <li>A. General Fund</li> <li>B. LCAP Supplemental</li> <li>C. Title III</li> <li>D. LCAP Supplemental</li> <li>E. General Fund</li> <li>F. Title II</li> <li>G. LCAP Supplemental</li> </ul>	<ul style="list-style-type: none"> <li>A. General Fund</li> <li>B. LCAP Supplemental</li> <li>C. Title III</li> <li>D. LCAP Supplemental</li> <li>E. General Fund</li> <li>F. Title I</li> <li>G. LCAP Supplemental</li> </ul>
<b>Budget Reference</b>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 1000 - Certificated Personnel</li> <li>C. 4000 - Supplies</li> <li>D. 5000 - Services</li> <li>E. 5000 - Services</li> <li>F. 5000 - Services</li> </ul>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 1000 - Certificated Personnel</li> <li>C. 4000 - Supplies</li> <li>D. 4000 - Supplies</li> <li>E. 5000 - Services</li> <li>F. 5000 - Services</li> <li>G. 5000 - Services</li> </ul>	<ul style="list-style-type: none"> <li>A. 1000 - Certificated Personnel</li> <li>B. 1000 - Certificated Personnel</li> <li>C. 1000 - Certificated Personnel</li> <li>D. 4000 - Supplies</li> <li>E. 5000 - Services</li> <li>F. 5000 - Services</li> <li>G. 5000 - Services</li> </ul>

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$4,372,136

Percentage to Increase or Improve Services

7.85 %

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.

San Luis Coastal Unified School District receives no increase in funds this year due to our status as a basic aid/community-funded district. We have made the commitment to increase General and Federal spending for our low income, foster youth, and English learners as if we were fully funded with the supplemental and concentration grant funds. The number of unduplicated students is 2,749, or 36.4% of 2016-17 enrollment. SLCUSD's Initiatives for Student Success, adopted by our school board, focus towards the increased achievement of all students, especially targeting students of low income, English learners, and foster youth in our district. Continued progress on our initiatives is at the core of the LCAP.

The funds are being most effectively used by targeting support for identified students in need of specific interventions and programs at each of our school sites, which includes low income, English learners, and foster youth. For the 2017-18 school year, we are focusing on the following services:

- Elementary and Secondary Math Leads provide professional development, modeling, resources, and assistance with lesson development and

instructional best practices in mathematics. Services are improved qualitatively for our unduplicated students with this additional support for teachers by our Math Leads. Our experience over the past seven years is that teachers' efficacy is strengthened with ongoing support from a highly trained peer.

- A .5 elementary English Language Arts Teacher on Special Assignment (TOSA) provides ongoing professional development, modeling, and materials in Comprehensive Literacy components for elementary teachers. Services are improved qualitatively for our unduplicated students with this additional support for elementary teachers. The Danielson Framework, based on the research and work of Charlotte Danielson, is our guide to increasing the engagement and rigor for all, including our unduplicated students.

- Provide a Section 504 Plan process support to all sites. A Program Specialist assists all elementary and secondary sites in the 504 process. Teacher and principal feedback supports continued use of this model.

- A full time EL/Intervention TOSA coordinates our district interventions, as well as district-wide ELD services. She also researches effective interventions to enhance our multi-tiered system of support. A major part of her work for the 2017-18 school year will be to provide training and support to our EL specialists and teachers with the ELD Standards and Framework, as they are able to provide professional development and support directly to classroom teachers. TOSA will facilitate site-based EL Student shadowing professional development to increase student opportunity for academic language and engagement. (<https://files.eric.ed.gov/fulltext/EJ951841.pdf>)

- Targeted elementary and secondary summer school, with transportation, will be offered to students at 4 of our Title I sites for students who are not yet meeting grade-level proficiency. The majority of students represent our unduplicated populations. Our experience and data show that targeted summer intervention helps bridge the summer decline experienced by some students, especially low income, English learner, and foster youth. In addition, our DELAC leaders have made summer school a top request for the past four years. Extended School Year (ESY) Program is offered to targeted students with IEPs.

- Advancement Via Individual Determination (AVID) provides training for our teachers to use proven practices in order to prepare students for success in high school, college, and career, especially students traditionally underrepresented in higher education. AVID sections and field trips have been added and strengthened.

- PowerSchool Form Builder has provided teachers with software to improve our ability to integrate student information with our Student Study Team (SST) process.

- Professional development will be provided for all elementary teachers regarding classroom behavior interventions for both special and general education students. Staff feedback has determined a need for this type of training. This type of professional development is designed to increase student achievement, including our English learners, socio-economically disadvantaged students, and foster youth.
- Professional development will be provided for elementary RSP teachers in the area of supporting behaviors among students with IEPs. This type of professional development will support engagement in the classroom.
- Online courses have been researched and piloted. Implementing APEX online courses offers increased opportunities for our unduplicated students to close the achievement gap.
- Research-based intervention class sections are offered at our two middle schools and two comprehensive high schools. The majority of students enrolled in these intervention sections are unduplicated students.
- Bridges K-5 Math Intervention Program is based on the research of the Math Learning Center. Professional development, co-teaching, and classroom support will support the implementation of this intervention. The majority of students participating in this intervention are unduplicated students.
- Personalized learning will be continued or expanded, including STMath, MyOn Reading, Wowzers Math, and Buzz Math. STMath is short for Spatial Temporal Math and is an individualized math intervention designed to boost math comprehension and proficiency through visual learning. It is based on the MIND Research Institute's research in learning and the brain. MyOn provides elementary students with individualized e-books based on student's lexile level. Wowzers is an individualized online program that is part of our blended learning as an approach that is effective in meeting academic and non-academic goals for student outcomes. Buzz Math is a mobile application that focuses on learning and practicing middle school mathematics skills based on the National Council of Teachers of Mathematics curriculum and CCSS. The Blended Learning Research Clearinghouse identifies blended learning as an approach that is effective in meeting academic and non-academic goals for student outcomes. All of these programs were selected after researching and piloting numerous intervention and personalized programs.
- Leveled Literacy Intervention (LLI) provides every elementary site with powerful, research-based reading and writing intervention. We will continue with the increase of LLI funding to more efficiently meet the intervention needs of a greater number of our students. Data shows that over 60% of students from our unduplicated populations participate in LLI. (Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas and Pinnell Leveled Literacy Intervention System, 2009-2010). A part time, highly trained LLI teacher leader will provide ongoing professional development to increase efficacy and strengthen calibration.

- Targeted reading and writing interventions in secondary is provided with the Read 180 Program. Research and district data supports the expansion of this program to reach additional at-risk readers. The majority of students enrolled in these interventions are unduplicated students.
- Additional research-based intervention programs will be provided including SANDI and Edmark.
- Comprehensive Counseling Model will ensure services at each elementary and secondary school site that support all students, while targeting our unduplicated students at a more intensive level. Local community agencies work together with district counselors to offer student assistance programs, individual and group counseling support, and access to community-based services. Staff feedback indicates that providing additional support to our schools with the highest need for increased therapeutic services would greatly support the students' emotional and academic growth.
- Instructional aides for our transitional kindergarten classes will be funded based on research of the importance of a strong, developmentally appropriate pre-kindergarten program. Utilizing instructional aides provides extra support for our unduplicated students. (Long-Term Effects of an Early Childhood Intervention on Educational Achievement (2001))
- Our dual-immersion program at Pacheco Elementary offers an outstanding instructional model based on abundant research. Parent feedback demonstrates over 90% approval consistently. ([http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el200310\\_thomas.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200310_thomas.pdf))
- Title I funded intervention teachers are partially funded by general funds to provide one-on-one and small group push-in or pull-out support for our not yet proficient students in meeting district standards. Our experience and student data supports this as a strong model for supplemental interventions.

Supplemental funds devoted exclusively to our unduplicated students include the following:

- Success for All Preschool Programs will target low income and English learner students and their families. We will provide fully licensed preschool classes with fully credentialed teachers at four of our Title I sites. Parent education is a requirement for enrollment in our program and includes the "Raising a Reader" home reading program. Longitudinal data of students reading achievement in kindergarten, first, and second grade demonstrates that English learner students who participated in our preschool program outperformed English learner students who did not attend. (Expanding Access to High-Quality Preschool Programs, CSBA)
- Latino Family Literacy classes will continue for English learner families both at elementary and secondary sites in 2018-2019 based on parent interest and positive parent feedback on classes held during the 2017-2018 school year.

- Parent leaders from DELAC will continue to attend regional or state CABE conferences to learn ideas, strategies, and programs that will assist English learner students and families. (ELD Standards, <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>)
- English learner specialists provide supplemental designated ELD support to Level 1s and 2s, as well as coaching and support directly in the classroom. The ELD Standards and Framework make it clear that our English learners should not wait to participate in a rigorous and rich curriculum while they also learn a new language. (ELD Standards, <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>)
- Provide long-term English learners at our middle schools with a targeted LTEL class using research-based strategies for English learners and Long-Term English Learners. (<http://www.cde.ca.gov/be/st/ss/documents/ehglangdevstnd.pdf>)
- EL aides provide support to our English learners in both elementary (Baywood, Del Mar, and Pacheco) and all secondary sites. They provide individual and small-group scaffolding of instruction to support English learners' access to the rigorous demands of the CCSS. Instructional aides allow students to fully participate in subject-area curriculum while learning a second language. They also provide after school support in academics and homework. (ELD Standards, <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>)
- Rosetta Stone is an individualized English language program used to support our Level 1 and 2 English learners as a supplemental support. ([http://resources.rosettastone.com/CDN/us/pdfs/Measuring\\_the\\_Effectiveness\\_RS-5.pdf](http://resources.rosettastone.com/CDN/us/pdfs/Measuring_the_Effectiveness_RS-5.pdf))
- After extensive research, we piloted and are now using the English 3D program as an intervention for our Long-Term English learners, developed by Dr. Kate Kinsella (<http://www.hmhco.com/products/english-3d/english-3d-overview/research-foundation.html>)
- Our homeless liaison provides services, support, and resources to our homeless population of families. He will meet with community agencies and our two Family Resources to link families to needed supports. Our experience and data have shown this to be an effective way to make resources easily available to our families.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$4,742,277

7.8%

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.

San Luis Coastal Unified School District continues to receive no increase in funds this year due to our status as a basic aid/community-funded district. We have made the commitment to increase General and Federal spending for our low income, foster youth, and English learners as if we were fully funded with the supplemental and concentration grant funds. The number of unduplicated students is 2,925, or 38.5% of 2017-18 enrollment. SLCUSD's Initiatives for Student Success, adopted by our school board, focus towards the increased achievement of all students, especially targeting students of low income, English learners, and foster youth in our district. Continued progress on our initiatives is at the core of the LCAP. The funds are being most effectively used by targeting support for identified students in need of specific interventions and programs at each of our school sites, which includes low income, English learners, and foster youth. For the 2018-19 school year, we are focusing on the following services:

- Elementary and Secondary Math Leads provide professional development, modeling, resources, and assistance with lesson development and instructional best practices in mathematics. Services are improved qualitatively for our unduplicated students with this additional support for teachers by our Math Leads. Our experience over the past eight years is that teachers' efficacy is strengthened with ongoing support from a highly trained peer.
- A .2 elementary English Language Arts Teacher on Special Assignment (TOSA) provides ongoing professional development, modeling, and materials in Comprehensive Literacy components for elementary teachers. Services are improved qualitatively for our unduplicated students with this additional support for elementary teachers. The Danielson Framework, based on the research and work of Charlotte Danielson, is our guide to increasing the engagement and rigor for all, including our unduplicated students.
- Provide a Section 504 Plan process support to all sites. A Program Specialist assists all elementary and secondary sites in the 504 process. Teacher and principal feedback supports continued use of this model.
- A full time EL/Intervention TOSA coordinates our district interventions, as well as district-wide ELD services. She also researches effective interventions to enhance our multi-tiered system of support. A major part of her work for the 2018-19 will be to provide training and support to our EL

specialists and teachers with the ELD Standards and Framework as they are able to provide professional development and support directly to classroom teachers. TOSA will facilitate a second round of site-based EL Student shadowing professional development to increase student opportunity for academic language and engagement (<https://files.eric.ed.gov/fulltext/EJ951841.pdf> )

- Targeted elementary and secondary summer school, with transportation, will be offered to students at four of our Title I sites for students who are not yet meeting grade-level proficiency. The majority of students represent our unduplicated populations. Our experience and data show that targeted summer intervention helps bridge the summer decline experienced by some students, especially low income, English learner, and foster youth. In addition, our DELAC leaders have made summer school a top request for the past five years. Extended School Year (ESY) Program is offered to targeted students with IEPs.
- Advancement Via Individual Determination (AVID) provides training for our teachers to use proven practices in order to prepare students for success in high school, college, and career, especially students traditionally underrepresented in higher education. AVID sections and field trips have been added and strengthened.
- PowerSchool Form Builder has provided teachers with software to improve our ability to integrate student information with our Student Study Team (SST) process.
- Professional development will be provided for all elementary teachers regarding classroom behavior interventions for both special and general education students. Staff feedback has determined a need for this type of training. This type of professional development is designed to increase student achievement, including our English learners, socio-economically disadvantaged students, and foster youth.
- Professional development will be provided for elementary RSP teachers in the area of supporting behaviors among students with IEPs. This type of professional development will support engagement in the classroom.
- Online courses have been researched and piloted. Implementing APEX online courses offers increased opportunities for our unduplicated students to close the achievement gap.
- Research-based intervention class sections are offered at our two middle schools and two comprehensive high schools. The majority of students enrolled in these intervention sections are unduplicated students.

- Bridges K-5 Math Intervention Program is based on the research of the Math Learning Center. Professional development, co-teaching, and classroom support will support the implementation of this intervention. The majority of students participating in this intervention are unduplicated students.
- Personalized learning will be expanded to all elementary school with the use of STMath. STMath is short for Spatial Temporal Math and is an individualized math intervention designed to boost math comprehension and proficiency through visual learning. It is based on the MIND Research Institute's research in learning and the brain. Buzz Math is a mobile application that focuses on learning and practicing middle school mathematics skills based on the National Council of Teachers of Mathematics curriculum and CCSS. The Blended Learning Research Clearinghouse identifies blended learning as an approach that is effective in meeting academic and non-academic goals for student outcomes. These programs were selected after researching and piloting numerous intervention and personalized programs.
- Leveled Literacy Intervention (LLI) provides every elementary site with powerful, research-based reading and writing intervention. We will continue with the increase of LLI funding to more efficiently meet the intervention needs of a greater number of our students. Data shows that over 60% of students from our unduplicated populations participate in LLI. (Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas and Pinnell Leveled Literacy Intervention System, 2009-2010). A part time, highly trained LLI teacher leader will provide ongoing professional development to increase efficacy and strengthen calibration.
- Targeted reading and writing interventions in secondary is provided with the Read 180 Program. Research and district data supports the expansion of this program to reach additional at-risk readers. The majority of students enrolled in these interventions are unduplicated students.
- Additional research-based intervention programs will be provided including SANDI and Edmark.
- Comprehensive Counseling Model will ensure services at each elementary and secondary school site that support all students, while targeting our unduplicated students at a more intensive level. Local community agencies work together with district counselors to offer student assistance programs, individual and group counseling support, and access to community-based services. Staff feedback indicates that providing additional support to our schools with the highest need for increased therapeutic services would greatly support the students' emotional and academic growth.
- Instructional aides for our transitional kindergarten classes will be funded based on research of the importance of a strong, developmentally appropriate pre-kindergarten program. Utilizing instructional aides provides extra support for our unduplicated students (Long-Term Effects of an Early Childhood Intervention on Educational Achievement (2001).

- Our dual-immersion program at Pacheco Elementary offers an outstanding instructional model based on abundant research. Parent feedback demonstrates an 83.3% approval. ([http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el200310\\_thomas.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200310_thomas.pdf))
- Title I funded Intervention teachers are partially funded by general funds to provide one-on-one and small group push-in or pull-out support for our not yet proficient students in meeting district standards. Our experience and student data supports this as a strong model for supplemental interventions.
- District Equity Plan will be based on research-based best practices of the ACSA Equity Project. Equity Plan book study will be around the work of Randall B. Lindsey, Kikanza Nuri Robins, and Raymond D. Terrell (Cultural Proficiency: A Manual For School Leaders). The book reviews the groundbreaking model for transforming the challenges of diversity into positive cross-cultural interactions throughout the school system and beyond. Cultural proficiency is a mindset and a worldwide view for effectively describing, responding to, and planning for issues that arise in diverse environments.

Supplemental funds devoted exclusively to our unduplicated students include the following:

- Success for All Preschool Programs will target low income and English learner students and their families. We will provide fully licensed preschool classes with fully credentialed teachers at four of our Title I sites. Parent education is a requirement for enrollment in our program and includes the "Raising a Reader" home reading program. Longitudinal data of students reading achievement in kindergarten, first, and second grade demonstrates that English learner students who participated in our preschool program outperformed English learner students who did not attend. (Expanding Access to High-Quality Preschool Programs, CSBA)
- Latino Family Literacy classes will continue for English learner families both at elementary and secondary sites in 2018-2019 based on parent interest and positive parent feedback on classes held during the 2017-2018 school year.
- Parent leaders from DELAC will continue to attend regional or state CAFE conferences to learn ideas, strategies, and programs that will assist English learner students and families. (ELD Standards, <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>)
- English learner specialists provide supplemental designated ELD support to Level 1s and 2s, as well as coaching and support directly in the classroom. The ELD Standards and Framework make it clear that our English learners should not wait to participate in a rigorous and rich curriculum while they also learn a new language. (ELD Standards, (<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf> )
- Provide long-term English learners at our middle schools with a targeted LTEL class using research-based strategies for English learners and Long-

Term English Learners. ([https://www.nea.org/assets/docs/15420\\_LongTermEngLangLearner\\_final\\_web\\_3-24-14.pdf](https://www.nea.org/assets/docs/15420_LongTermEngLangLearner_final_web_3-24-14.pdf))

- EL aides provide support to our English learners in both elementary (Baywood, Del Mar, and Pacheco) and all secondary sites. They provide individual and small-group scaffolding of instruction to support English learners' access to the rigorous demands of the CCSS. Instructional aides allow students to fully participate in subject-area curriculum while learning a second language. They also provide after school support in academics and homework. (ELD Standards, (<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>))
- Rosetta Stone is an individualized English language program used to support our Level 1 and 2 English learners as a supplemental support. ([http://resources.rosettastone.com/CDN/us/pdfs/Measuring\\_the\\_Effectiveness\\_RS-5.pdf](http://resources.rosettastone.com/CDN/us/pdfs/Measuring_the_Effectiveness_RS-5.pdf))
- After extensive research, we piloted and are now using the English 3D program as an intervention for our Long-Term English learners, developed by Dr. Kate Kinsella. (<http://www.hmhco.com/products/english-3d/english-3d-overview/research-foundation.html>)
- Our homeless liaison provides services, support, and resources to our homeless population of families. He will meet with community agencies and our two Family Resources to link families to needed supports. Our experience and data have shown this to be an effective way to make resources easily available to our families.

## LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$4,915,010

Percentage to Increase or Improve Services

7.83%

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.

San Luis Coastal Unified School District continues to receive no increase in funds this year due to our status as a basic aid/community-funded district. We have made the commitment to increase General and Federal spending for our low income, foster youth, and English learners as if we were fully funded with the supplemental and concentration grant funds. The number of unduplicated students is 2,674, or 35% of 2018-19 enrollment. SLCUSD's Initiatives for Student Success, adopted by our school board, focus towards the increased achievement of all students, especially targeting students of low income, English learners, and foster youth in our district. Continued progress on our initiatives is at the core of the LCAP.

The funds are being most effectively used by targeting support for identified students in need of specific interventions and programs at each of our school sites, which includes low income, English learners, and foster youth. For the 2019-20 school year, we are focusing on the following services:

Elementary and Secondary Math Leads provide professional development, modeling, resources, and assistance with lesson development and instructional best practices in mathematics. Services are improved qualitatively for our unduplicated students with this additional support for teachers by our Math Leads. Our experience over the past nine years is that teachers' efficacy is strengthened with ongoing support from a highly trained peer.

A .8 curricular Teacher on Special Assignment (TOSA) provides ongoing professional development, modeling, and materials in language arts, math, science for K-12 teachers. Services are improved qualitatively for our unduplicated students with this additional support for elementary teachers. The Danielson Framework, based on the research and work of Charlotte Danielson, is our guide to increasing the engagement and rigor for all, including our unduplicated students.

Provide a Section 504 Plan process support to all sites. A Program Specialist assists all elementary and secondary sites in the 504 process. Teacher and principal feedback supports continued use of this model.

A full time EL/Intervention TOSA coordinates our district interventions, as well as district-wide ELD services. She also researches effective interventions to enhance our multi-tiered system of support. A major part of her work for the 2019-20 will be to provide training and support to our EL specialists and teachers with the ELD Standards and Framework, as they are able to provide professional development and support directly to classroom teachers. Designated ELD for all of our English Learners will be a focus area for 2019-20.

Targeted elementary and secondary summer school, with transportation, will be offered to students at three of our Title I sites for students who are not yet meeting grade-level proficiency. The majority of students represent our unduplicated populations. Our experience and data show that targeted summer intervention helps bridge the summer decline experienced by some students, especially SED, English learner, and foster youth. In addition, our DELAC leaders have made summer school a top request for the past six years. Extended School Year (ESY) Program is offered to targeted

students with IEPs.

Advancement Via Individual Determination (AVID) provides training for our teachers to use proven practices in order to prepare students for success in high school, college, and career, especially students traditionally underrepresented in higher education. AVID sections and field trips have been added and strengthened.

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Professional development will be provided for elementary RSP teachers in the area of supporting behaviors among students with IEPs. This type of professional development will support engagement in the classroom.

Online courses have been researched and piloted. Implementing APEX online courses offers increased opportunities for our unduplicated students to close the achievement gap.

Research-based intervention class sections are offered at our two middle schools and two comprehensive high schools. The majority of students enrolled in these intervention sections are unduplicated students.

Bridges K-5 Math Intervention Program is based on the research of the Math Learning Center. Professional development, co-teaching, and classroom support will support the implementation of this intervention. The majority of students participating in this intervention are unduplicated students.

Personalized learning will continue at all elementary schools with the use of ST Math. ST Math is short for Spatial Temporal Math and is an individualized math intervention designed to boost math comprehension and proficiency through visual learning. It is based on the MIND Research Institute's research in learning and the brain. Buzz Math is a mobile application that focuses on learning and practicing middle school mathematics skills based on the National Council of Teachers of Mathematics curriculum and CCSS. The Blended Learning Research Clearinghouse identifies blended learning as an approach that is effective in meeting academic and non-academic goals for student outcomes. These programs were selected after researching and piloting numerous intervention and personalized programs.

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Instructional aides for our transitional kindergarten classes will be funded based on research of the importance of a strong, developmentally appropriate pre-kindergarten program. Utilizing instructional aides provides extra support for our unduplicated students (Long-Term Effects of an Early Childhood Intervention on Educational Achievement (2001).

Our dual-immersion program at Pacheco Elementary offers an outstanding instructional model based on abundant research. Parent feedback demonstrates an 88% approval.([http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el200310\\_thomas.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200310_thomas.pdf))

Title I funded Intervention teachers are partially funded by general funds to provide one-on-one and small group push-in or pull-out support for our not yet proficient students in meeting district standards. Our experience and student data supports this as a strong model for supplemental interventions.

District Equity Plan will be based on research-based best practices of the ACSA Equity Project. Equity Plan book study will be around the work of Randall B. Lindsey, Kikanza Nuri Robins, and Raymond D. Terrell (Cultural Proficiency: A Manual For School Leaders). The book reviews the groundbreaking model for transforming the challenges of diversity into positive cross-cultural interactions throughout the school system and beyond.

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Latino Family Literacy classes will continue for English learner families both at elementary and secondary sites in 2019-2020 based on parent interest and positive parent feedback on classes held during the 2018-2019 school year.

Parent leaders from DELAC will continue to attend regional or state CAFE conferences to learn ideas, strategies, and programs that will assist English learner students and families. (ELD Standards, <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>)

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Provide long-term English learners at our middle schools with a targeted LTEL class using research-based strategies for English learners and Long-Term English Learners.

EL aides provide support to our English learners in both elementary (Baywood, Del Mar, and Pacheco Elementary) and all secondary sites. They provide individual and small-group scaffolding of instruction to support English learners' access to the rigorous demands of the CCSS. Instructional aides allow students to fully participate in subject-area curriculum while learning a second language. They also provide after school support in academics and homework. (ELD Standards, (<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>))

Rosetta Stone is an individualized English language program used to support our Level 1 and 2 English learners as a supplemental support.

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