

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

San Luis Coastal Unified

Contact Name and Title

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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 7,589, over 11% (845) are English learners, and 38% (2,925) 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 will be reduced at both the district and site level for the 2018-19 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 a California Exemplary District this spring, 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, standards-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 are also proud of the very high (blue) graduation rate, with high or very high status for each of our student groups. Both our socio-economically disadvantaged (SED) and our students with disabilities (SWD) graduation rates increased and are now in the high or very high status.

Our suspension rate has made significant improvement, and is now in the low (green) level. There was a significant decrease in suspensions 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 2016-17 CELDT, RFEP data, and LTEL data minus the prior year’s results. The results indicated that SLCUSD is performing at the medium status level for English learner progress. The slight decline of 1.7% caused the orange performance level indicator. All other state indicators were either a green or blue. 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.

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 English learner (EL), Hispanic, socio-economically disadvantaged (SED), and students with disabilities (SWD) group

- English Language Arts performance for our EL, Hispanic, SED, and SWD was at the low performance level (red). Each of these student groups maintained 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. In addition, we are planning to strengthen our site-based ELA interventions and target these student groups for both summer school and after-school 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 2017-18 to ensure quality, equitable student talk.

The Mathematics performance for Homeless, SED, and SWD

- Homeless, SED, and SWD student groups all performed at the low (orange) level in mathematics. Each of these student groups maintained 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 STMath, an online, personalized math intervention for all elementary schools. We will target these student groups for both summer school and after-school 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 40 students, has a high graduation rate, but showed a decline of 1.7%. This resulted in a yellow performance level. The Homeless student group, representing 80 students, also has a high rate of graduation. This group experienced a decline of 1.3% to receive a yellow 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 62 students. This small student group showed 2% increase in suspensions from the previous year, which determined the red performance level. The two or more races

student group, representing 380 students, showed a slight increase (0.8%) in suspensions with a current status of medium (orange). 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.

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

Increased or Improved Services

We will be implementing the first of a multi-year plan to develop equitable and inclusive practices for all students and staff, which will include parent education activities. In addition, we will research and provide staff training on civil discourse to facilitate positive engagement among students on complex and controversial topics.

Further, we will continue to improve services for our English learners (EL) by focusing on the Danielson Framework for Teaching. We will participate in a second year of a student shadowing professional development series at each of our school sites. Follow-up steps will focus on strengthening the quality and equitable talk for all English learner students.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$94,233,693
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$7,045,987

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

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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$78,775,406

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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.

Actual

Student performance results in mathematics increased by 3%, from 59% to 62%, as measured by the CAASSP (green). A three year comparison of the results shows an increase of eleven percentage points in mathematics.

Expected

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

Actual

Student performance on District Common Assessments in mathematics indicates:

K-5 mathematics as measured growth from 2016-2017 to 2017-18, 2nd trimester District Common assessments:

All students - 69% to 76%, +7 percentage points

6th grade mathematics as measured growth from 2015-16 to 2016-17, end-of-year District Common Assessments:

All students - 52% to 56%, + 4 percentage points

7th grade mathematics as measured growth from 2015-16 to 2016-17, end of year District Common Assessments:

All students - 54% to 61%, +6 percentage points

8th grade mathematics as measured growth from 2015-16 to 2016-17, end of year District Common Assessments:

All students - 72% to 82% +10 percentage points

Algebra 1 District Common Assessment as measured growth from 2015-16 to 2016-17:

All students - 52% to 67% +15 percentage points

Geometry District Common Assessment growth from 2015-16 to 2016-17:

All students - 29% to 63% + 34 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 results in English Language Arts increased by 2 percentage points, from 65% to 67% as measured on the CAASSP (green). A three year comparison of the results shows an increase of eight percentage points in ELA.

Student performance on District Common Assessments indicates:

K-2 reading as measured by growth from 2016-17 to 2017-18, 2nd trimester District Common Assessments:
All students - 49% to 49%, no change

3-6 reading as measured by growth from 2016-17 to 2017-18, 2nd trimester District Common Assessments:
All students - 67% to 69%, +2 percentage points

K-6 writing as measured by growth from 2016-17 to 2017-18, 2nd trimester District Common Assessments:
All students - 52% to 57%, +5 percentage points

Secondary ELA achievement as measured on the 2016-17 to 2017-18 District Common Assessments:

7-8 ELA Narrative Common Assessments
All students - 76% to 68%, -6 percentage points

2016-17 7-8 ELA Informational/Explanatory Common Assessments
All students - 68%

Expected

English learners will take the English Language Proficiency Assessment for California (ELPAC) assessment in Spring 2018. Results from this assessment will be used as a baseline for future goals.

All elementary students will engage in two FOSS NGSS learning modules during the 2017-2018 school year.

Actual

2016-17 7-8 ELA Argument Common Assessments
All students - 74%

9-12 ELA Narrative Common Assessments:
All students - 76% (2017-18 - baseline)

2016-17 9-12 Informational/Explanatory Common Assessments
All students - 73%

(9-12 Info/Item bank Common Assessments discontinued in 2017-18)

2016-17 9-12 Argument Common Assessments
All students - 66%

2017-18 results for Informational/Explanatory and Argument Common Assessments will be available in June.

All English learners took the ELPAC in Spring 2018. Results will be available this summer.

All elementary students engaged in two or more FOSS NGSS learning modules during the 2017-18 school year.

Expected

Secondary students will engage in 2 NGSS-aligned units in the 2017-2018 school year.

Increase the percentage of high school students who complete an a-g curriculum within a career technical education (CTE) pathway by 5 percentage points.

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 within the conditional and ready categories combined, as measured by EAP.

Actual

Secondary Science teachers are creating new, NGSS-aligned units at each grade level and will also be testing one to two published curriculum units by the end of this year. Students participated in two or more NGSS-aligned units during this school year.

The percentage of high school students who completed an a-g curriculum within a career technical education (CTE) pathway decreased from 22% (108 students) in 15-16 to 21% (98 students) in 16-17.

All teachers were 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. The Declaration of Need was shared with the Board of Education on December 5, 2017.

All students have access to standards-aligned curriculum in ELA, mathematics, and science. We are currently reviewing standards-aligned HSS materials. CTE teachers are aligning curriculum to the model standards.

74.75% of 11th grade students were conditionally ready or ready, as measured by EAP, an 11.75% percentage point increase.

Expected

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

Actual

59.13% of 11th grade students were conditionally ready or ready, as measured by EAP, an 11.13% percentage point increase.

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

Two elementary and one secondary Math Lead teachers facilitated professional development, modeling, resources, and support for teachers. Training for new teachers was provided on Bridges/CPM curriculum. Number Corner replacement materials were purchased. Ten secondary math teachers attended the CPM conference.

Two teachers attended EAP math training. Two elementary Math Leads attended the

Budgeted Expenditures

\$230,800

Estimated Actual Expenditures

\$225,800

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

California Math Conference and shared information with Math Support Teachers. Manipulatives and replacement materials were purchased as needed.

Multiplication flashcards were provided for students in grades 3 and 4.

All new K-5 elementary teachers were provided a one-day Bridges training.

All new secondary math teachers were provided with CPM training.

Elementary Literacy Leads met three times to develop and share resources and supports for their sites in the areas of parent education, unit implementation, and inclusivity of all learners.

Twelve teachers piloted the 6th grade RUOS units.

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

6th grade teachers met three times throughout the year to discuss implementation of RUOS, develop book lists, and analyze materials to best fit our students.

A variety of materials were researched. The Fountas and Pinnell K-1 phonics materials were piloted at a variety of sites.

Site allocations, based on student enrollment, were provided to each elementary site to purchase read-aloud books. Books were purchased.

Primary leveled texts to support volume independent reading, including culturally responsive texts, were purchased for all elementary sites.

Text sets at a variety of levels to support student reading and research, including culturally responsive texts, were

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

purchased for all elementary sites.

Secondary English teachers were provided with professional development days in order to develop common rubrics, align curriculum and assessments, and analyze data from English assessments.

All ELA professional development for K-12 teachers was embedded with ELD standards.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

The first of a three year plan to support teachers' growth in infusing Danielson instructional strategies with our district-adopted curriculum began. All certificated administrators participated in ongoing professional development in the

\$251,722

\$249,222

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

understanding and use of Danielson Framework.

All certificated administrators were calibrated using the Teachscape Focus training module for observation/evaluation.

All certificated administrators utilized the Teachboost online tool for observation/evaluation of teachers.

Ten elementary Math Support Teachers met on a trimester basis to develop ongoing professional development for best practices that was shared at each school site.

Elementary teachers were provided with substitute or hourly time to observe model lessons in math, as needed.

Two days of substitute time was provided for 7th grade, Algebra,

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

Geometry, and Algebra II teachers to collaborate and align CPM units.

6th grade teachers met three times to collaborate and plan around CPM units.

Teachers were provided hourly time to adjust embedded assessments (6th-Algebra II).

Secondary teachers were provided hourly time, as needed, to incorporate project-based learning into CPM units.

Individual teachers and small groups were provided time to further align math assessments to the CPM curriculum.

A .5 Elementary ELA TOSA provided ongoing professional development, modeling and materials in Comprehensive Literacy components for elementary teachers.

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

ELA TOSA attended professional development to support mentoring of elementary teachers in ELA.

Substitute or hourly time was provided, as needed, for elementary teachers to observe model lessons and revise/modify lessons/units in our adopted curriculum.

Six "Think Tank Thursday" afterschool professional development sessions were offered to elementary teachers around ELA/ELD based on teacher feedback.

Summer planning time for teachers to meet by grade level at each elementary site was utilized to develop year-long plans.

A principal Professional Learning Community (PLC) provided ongoing professional development for elementary principals in understanding and

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

utilizing the Reading Units of Study.

Site-based EL student shadowing professional development, to increase student opportunity for academic language and engagement, was provided at 13 elementary, middle, and secondary sites.

New secondary teachers attended professional development sessions in August in order to address their need to understand curriculum and instruction in SLCUSD.

Three Elementary teachers attended a reading strategies workshop. All teachers participated in a webinar on conferring and small group developed by ELA TOSA.

All elementary principals participated in ongoing collaboration and learning

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

around our adopted reading curriculum.

New elementary teachers were provided with resource books and materials to support ELA instruction.

Teachers evaluated and modified units, lessons, and assessments. Curricular support materials were purchased for English Advanced.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement Next Generation Science Standards Plan.

K-12 Science TOSA developed science leaders at each site through continued collaboration and professional development.

Elementary NGSS Committee met monthly to strengthen science implementation, distribution of materials, and

\$365,700

\$345,700

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

development of site leaders.

Three members of the elementary NGSS Committee attended the NGSS Roll-Out workshop.

Teachers are meeting to analyze curriculum and develop NGSS-aligned units.

Elementary NGSS Committee met two additional times to consider the transition to Science Support Teachers for 2018-19 with two elementary Science Lead teachers.

Elementary teacher teams met to review Reading/Writing Units of Study Information units and select nonfiction NGSS-aligned texts.

Non-fiction mentor texts were purchased.

Purchased NGSS-aligned trade

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

books for small group instruction for each site.

Curricular support materials were purchased for each 6th grade science classroom.

Updated CA FOSS curriculum materials, when available, to align with NGSS FOSS.

Developed a system for FOSS materials management of consumables.

K-5 teachers will participate in an introductory professional development session of Module 3 of the FOSS NGSS Program in June.

Grade-level teacher teams met to refine the scope and sequence to support science/ELA integration based on teacher feedback.

Grade-level teacher teams met

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

to modify FOSS NGSS curriculum to support elementary teachers' understanding of key components of each unit.

Middle School

Middle school teachers have aligned science content to match the CA preferred integrated model for middle school.

In addition to modifying existing and creating new units, teachers are utilizing curriculum resources from TCI: Making Science Alive! (one unit), as well as testing two units from Lab Aids' NGSS curriculum.

Teachers have met at a few afterschool collaboration meetings to share progress and lesson ideas, share expertise with teachers unfamiliar with new-to-grade-level science content, and collaboratively plan.

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

Teachers are all using Claim, Evidence, Reasoning to support evidence-based, scientific writing.

High School
Biology

Last June, teachers met to set a common course sequence and plan out the first two units.

Teachers have attended after school meetings to share lesson ideas, adjust units, and collaboratively plan.

There have been two pull out days thus far (two more scheduled) for continued unit development and adjustment. At our last meeting, teachers brought summative assessment examples and we reflected on what NGSS assessments should include. Some performance-based assessments were tested.

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

During second semester/trimester, teachers will be piloting three units from the Lab Aids Biology course.

Chemistry

There has been one pull out day for teachers to create a new course scope and sequence.

Due to some staffing changes, progress on developing this new course has slowed. There are three more pull out days scheduled to continue working on this course.

Teachers will test a Lab Aids Earth Science unit this spring, which includes new Earth Science content in Chemistry.

Physics

Three Physics pull out days are scheduled, but teachers have been unable to meet yet due to a variety of factors.

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

All middle school science teachers have received and been trained on the curriculum "Positive Prevention Plus," which addresses changes to middle school sexual health education as described by the CA Healthy Youth Act.

Needed materials have been purchased to support teacher created NGSS-aligned science lessons and units. Purchasing priorities have been identified and submitted by each science department.

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Develop Social Studies Implementation Plan and begin to interpret the framework.

A team of elementary and secondary teachers, and principals, attended the History Social Science (HSS) Roll-Out conferences to become familiar with the HSS Framework.

\$16,000

\$16,000

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

A team of teachers and principals attended the COE HSS Curriculum Adoption Preview and Introduction to HSS workshop.

Secondary teacher leaders representing each site met to discuss instructional shifts and teacher needs. Teacher leaders planned a January professional development session for all secondary Social Studies teachers.

A multi-year HSS Implementation Timeline was developed.

Secondary social studies teachers analyzed curricular and instructional shifts and began to analyze adjustments needed in units.

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

A CTE Coordinator was utilized to inform site and district leadership concerning CTE. The Coordinator met with site administrators at least monthly to discuss pathways, course creation, alignment, business partnerships, events, and credentials. Ongoing meetings also took place with district administration, as well as an annual Board update. Site and district leadership visited model programs, as well as attended workshops and conferences.

The CTE coordinator and CTE teachers have aligned courses and created clear CTE pathways. These pathways are well-communicated with CTE teachers. CTE teachers have worked to align courses with model standards. Most courses have been submitted or approved for a-g. Advisory committees have taken place at different levels, and some

Budgeted Expenditures

\$271,814

Estimated Actual Expenditures

\$271,814

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

pathways have a continued element of dual enrollment.

Awareness of CTE, including career plans, has increased, as a job flyer has been created. The pathway poster created for each comprehensive high school has created clarity. A brochure for each pathway has been created. The Just One Job Fair also helped students to build an awareness of career pathways. SLCUSD is in partnership with CCGI, and the background data has been sent. When the live rollout happens with CCGI, this will help to increase student career options.

Student leadership opportunities are provided for all pathways. In addition, some CTE students have participated in CTSO competitions through FFA, Skills USA, and FCCLA. Membership dues, as well as teacher and student costs for regional, state,

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

and national CTSO attendance, are supported by the grants.

Monthly county consortium meetings are taking place in order to continue to connect with post secondary and business/industry. A local district advisory meeting took place in December. About seventy letters of support from local businesses have been received. More than forty businesses attended the Just One Job Fair in order to provide interview experience, as well as job and internship opportunities.

Programs of study have not been completed at this time, but the courses have been articulated at each high school and sometimes with post-secondary articulation.

Paid and unpaid internship forms have been created and implemented. Students have

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

participated in some internships. Industry tours are taking place for teachers and students. Some teachers have participated in externships. The Just One Job Fair also provides an opportunity for additional business and industry connections into the classroom and pathways. A team of teachers, counselors, and administrators will also attend a work-based learning conference.

As teachers further developed course outlines, relevant job information was updated from O'Net using jobs that showed a projected growth. Teachers and administrators have visited other schools outside the district and businesses to view CTE programs and related jobs in the field.

CTE teachers have the opportunity to participate in an August and October professional

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

development workshop. Teachers are also attending conferences and making visits to local businesses to further develop understanding and collaborate.

Perkins data is submitted on an ongoing basis. A Google spreadsheet is used in order to note when a student is completing a pathway, as well as working to account for what students took when they are headed to post-secondary or careers. Teachers are analyzing completion rates and discussing a-g and CTE completer rates.

CTE posters were created in order to help promote, market, and educate stakeholders about CTE programs. District advisories, Board meetings, and principal meetings are also used to educate stakeholders. Additional work is needed with local businesses, core teachers,

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

students, and parents.

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Enhance and modernize Music programs.

Elementary music teachers collaborated to implement ongoing enhancement and materials for music and band program.

Elementary music teachers participated in regular collaboration meetings and site visits to enhance program.

Secondary Music teachers collaborated to implement ongoing enhancement and materials for secondary band and choir modernization.

\$133,800

\$133,800

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 Focus 1 actions/services developed in the LCAP was completed with the exception of four actions. Professional development, modeling, resources and assistance with lesson development and instructional best practices was 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.

In ELA/ELD, professional development and resources were provided to support elementary teachers in the second 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. 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 all school sites.

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.

In HSS, a multi-year Implementation Plan was developed. Lead teachers participated in HSS Framework Roll Out workshops and HSS overview presentations.

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.

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 3-point percentage increase from the previous year (59%-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 (65% to 67%). 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-6th writing results indicate a growth of 5 percentage points. Secondary ELA assessment results range between 66% and 76%. These outcomes will serve as a baseline to measure future growth in ELA. Overall, the actions/services proved effective in supporting all students to achieve academic gains in mathematics and ELA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were four differences between budgeted expenditures and actual expenditures. We did not join the Silicon Valley Math Initiative after determining we could develop math leaders through attendance at conferences and district collaboration opportunities. We did not spend resources developing sessions for our mid-year elementary professional development day, but rather shared a webinar prepared by the elementary ELA TOSA. We did not provide separate after school science professional development sessions, but were able to offer sessions at our Think Tank Thursday Collaboration PD. We did not spend budgeted resources on a New Secondary Teacher Academy, but were able to provide new teachers specific professional development on mandatory PD days.

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.

For English learners, once we have our initial ELPAC results we will be able to develop 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 multi-year HSS Plan. CTE goals will continue. The elementary instrument yearly plan has been met, so we will focus on instrument maintenance.

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.

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 by the CAASPP indicated the following:
All students - 59% to 62%, +3 percentage points
SED - 39 to 40%, +1 percentage point
EL - 18 to 22%, +4 percentage points
RFEP - 52 to 53%, +1 percentage point
Non SED - 72 to 74%, + 2 percentage points
SWD - 14 to 17%, +3 percentage points

Student performance on District Common Assessments in mathematics indicates:

Expected

Actual

K-5 mathematics as measured growth from 2016-17 to 2017-18, 2nd trimester District Common assessments:

All students - 69% to 76%, +7 percentage points

SED - 56% to 62%, + 6 percentage points

EL - 45% to 51% + 6 percentage points

RFEP 83% to 78%, - 5 percentage points

Non SED - 84% (2017-18 - baseline)

SWD - 52% (2017-18 - baseline)

6th grade mathematics as measured growth from 2015-16 to 2016-17, end-of-year District Common Assessments:

All students - 52% to 56%, +4 percentage points

SED - 33% to 30%, -3% percentage points

EL - 4% to 7%, + 3 percentage points

RFEP - 43% to 33%, -10 percentage points

Non SED - 69% (2016-17 - baseline)

SWD - 33% (2016-17 - baseline)

7th grade mathematics as measured growth from 2015-16 to 2016-17, end-of-year District Common Assessments:

All students - 54% to 61%, +7 percentage points

SED- 43% to 54%, +11 percentage points

EL - 22% to 24%, +2 percentage points

RFEP - 51% to 58%, +7 percentage points

Non SED - 67% (2016-17 - baseline)

SWD - 19% (2016-17 - baseline)

8th grade mathematics as measured growth from 2015-16 to 2016-17,

Expected

Actual

end-of District Common Assessments:

All students - 72% to 82%, +10 percentage points

SED - 67% to 81%, +14 percentage points

EL - 58% to 71%, +13 percentage points

RFEP - 64% to 86%, +4 percentage points

Non SED - 83% (2016-17 - baseline)

SWD - 44% (2016-17 - baseline)

Algebra 1 as measured growth from 2015-16 to 2016-17, end-of-year

District Common Assessments:

All students - 52% to 67%, +15 percentage points

SED - 39% to 61%, +22 percentage points

EL - 17% to 50%, +33 percentage points

RFEP - 34% to 54%, +20 percentage points

Non SED - 70% (2016-17 - baseline)

SWD - 72% (2016-17 - baseline)

Geometry as measured growth from 2015-16 to 2016-17, end-of-year

District Common Assessments:

All students - 29% to 63%, +34 percentage points

SED -17% to 37%, +20 percentage points

EL - 5% to 8%, +3 percentage points

RFEP - 20% to 42%, +22 percentage points

Non SED - 70% (2016-17 - baseline)

SWD - 38% (2016-17 - baseline)

Expected

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

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

Actual

Student performance results in ELA as measured by the CAASPP indicated the following:

All students - 65% to 67%, +2 percentage points

SED - 45 to 44%, -1 percentage point

EL - 16% to 16%, no change

RFEP - 63% to 65%, +2 percentage points

Non SED - 79% to 80%, +1 percentage point

SWD - 21% to 22%, +1 percentage point

Student performance on District Common assessments indicates:

K-2 reading as measured by growth from 2016-17 to 2017-18, 2nd trimester District Common Assessments:

All students - 49% to 49%, no change

SED - 36% to 35%, -1 percentage point

EL - 26% to 25%, -1 percentage point

RFEP - 77% to 50%, - 27 percentage points

Non SED - 57% (2017-18 - baseline)

SWD - 30% (2017-18 - baseline)

3-6 reading as measured by growth from 2016-17 to 2017-18, 2nd trimester District Common Assessments:

All students - 67% to 69%, +2 percentage points

SED - 42% to 47%, +5 percentage points

EL - 14% to 17%, +3 percentage points

RFEP - 70% to 67%, -3 percentage points

Non SED - 84% (2017-18 - baseline)

Expected

Actual

SWD - 27% (2017-18 - baseline)

K-6 writing as measured by growth from 2016-17 to 2017-18, 2nd trimester District Common Assessments:

All students - 52% to 57%, +5 percentage points

SED - 36% to 43%, +7 percentage points

EL - 34% to 37%, +3 percentage points

RFEP - 42% to 48%, +6 percentage points

Non SED - 67% (2017-18 - baseline)

SWD - 27% (2017-18 - baseline)

Secondary ELA achievement as measured on the 2016-17 to 2017-18 District Common Assessments:

7-8 ELA Narrative Common Assessments:

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

SED - 62% to 52%, -10 percentage points

EL - 45% to 26%, -19 percentage points

RFEP - 61% to 55%, -6 percentage points

2016-17 7-8 ELA Informational/Explanatory Common Assessments:

All students - 68%

SED - 55%

EL - 48%

RFEP - 53%

2016-17 7-8 ELA Argument Common Assessments:

All students - 74%

SED - 55%

Expected

Actual

EL - 28%

RFEP - 63%

9-12 ELA Narrative Common Assessments:

All students - 76% (2017-18 - baseline)

SED - 64% (2017-18 - baseline)

EL - 44% (2017-18 - baseline)

RFEP - 65% (2017-18 - baseline)

Non SED - 82% (2017-18 - baseline)

SWD - 32% (2017-18 - baseline)

2016-17 9-12 Informational/Explanatory Common Assessments:

All students - 73%

SED - 56%

EL - 27%

RFEP - 68%

2016-17 9-12 Argument Common Assessments:

All students - 66%

SED - 47%

EL - 38%

RFEP - 57%

2017-18 results for Informational/Explanatory and Argument Common Assessments will be available in June.

Expected

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

Actual

District generated, inside regular classroom (IRC) data did not indicate a 2% increase as planned in this goal. In fact, we saw a 2.2% decrease in the percent of students who have 80% or more general education on their IEP's.

Internal Data:

Spring 2016 - 49% of students with IEP's have 80% or more general education.

Spring 2017 - 54% of students with IEP's have 80% or more general education.

Spring 2018 - 51.8% of students with IEP's have 80% or more general education.

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

Results indicated that 83.3% of parents agree or strongly agree to positive statements regarding Pacheco 90/10 program.

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

Strengthen district-wide multi-tiered system of support for

A Section 504 Plan Process support was provided to all sites.

\$1,395,664

\$1,395,664

Planned Actions/Services

meeting student's individual needs in academic areas.

Actual Actions/Services

An English Learner/Intervention TOSA was hired. She coordinated interventions, including district-wide ELD services, and researched effective interventions to enhance a multi-tiered system of support and provided group and individual professional development.

Summer school intervention programs, targeting EL, SED, and students needing interventions were provided.

In order to support and strengthen the AVID program, program membership was purchased. Students are conducting college visits, and teachers are attending the Summer Institute in order to strengthen the AVID program and develop additional instructional strategies.

Budgeted Expenditures**Estimated Actual Expenditures**

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

SST form software included in PowerSchool Suite of options was purchased.

All elementary teachers participated in a professional development training regarding classroom behavior intervention for both special and general education students.

Elementary RSP teachers participated in professional development on Supporting Behaviors among students with IEPs.

APEX is being implemented for credit recovery purposes at both comprehensive high school sites, as well as the continuation high school. Online courses are also being explored for original credit in specific cases.

Intervention and support classes are offered in reading, writing, and math at our secondary

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

schools.

Provided opportunities and academic support for preK-adult learners through Adult School classes, coordinated by Sally Ames.

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.

Provided Bridges intervention professional development for elementary RSP/SDC teachers.

Provided substitute/hourly time, as needed, for observation and co-teaching using Bridges intervention materials in general education classrooms.

Wowzers Math intervention program purchased and implemented at 7 elementary sites.

ST Math utilized at two Title I

\$75,500

\$75,500

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

sites (BA/MG).

Purchased “Do the Math” intervention materials as needed.

BuzzMath online programs were purchased and implemented in secondary schools.

ST Math was implemented at two secondary school sites.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Leveled Literacy Intervention (LLI) was provided at nine elementary sites.

Ongoing LLI professional development was provided to new and continuing LLI teachers.

Hosting and support of the Read 180 program was purchased. Consumables needed to implement the program were purchased, as well as some teacher hourly time in order to better understand the program and implement it effectively.

SANDI, EdMark, Unique, and Sopris Voyager purchased for both LI and MI classrooms.

Secondary teachers were paid hourly time to administer, proctor, and score the English placement assessments.

\$179,500

\$179,500

Action 4

Planned Actions/Services

Strengthen academic supports for English learners.

Actual Actions/Services

6.8 EL Specialists and 1.5 EL aides were hired to support English learners at elementary sites.

All secondary sites were provided EL instructional aides to support English learners.

Program support was provided to Pacheco Elementary to support 90/10 two-way immersion program.

Multiple trainings took place in order to work with staff on embedding research-based ELD strategies and standards into content area lesson design:
 8/28 Staff meeting on Integrated ELD - LAMS
 9/13 Staff meeting ELD and Shadowing - MBHS
 9/21 EL Specialist PD - Designated and Integrated ELD
 10/10 Admin and Cabinet EL Shadowing and Strategies

Budgeted Expenditures

\$891,100

Estimated Actual Expenditures

\$891,100

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

10/16 Admin and Site Teams EL Shadowing

11/1 Staff meeting - Leveraging Small Group Work for ELs - LOMS

12/7 EL Specialist PD - Designated and Integrated ELD
12/11 EL at PA for school-wide planning

1/9 TTT on Getting the Most Out of Talk Structures

1/16 Staff meeting on ELPAC - MBHS

1/24 Staff meeting on Getting the Most Out of Talk Structures

Purchased Rosetta Stone licenses for English learners (Levels 1 and 2).

CDE is in the process of updating the LTEL criteria to include ELPAC performance levels in their new definition. SLCUSD developed and implemented a systematic process for RFEP consideration for each student, including those

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

with disabilities. Identified students received a research-based intervention course focused on literacy, as well as in class support.

Created an English model for support that can be utilized by middle and high school sites.

All math professional development was embedded with research-based best practices and resources for teachers in integrated ELD with a focus on developing mathematical discourse practices.

The EL/Intervention TOSA presented on the following PD topics:

- Getting the Most Out of Talk Structures
- Getting the Most Out of Turn and Talk and Constructive Conversations across Content Areas

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

- Small Group Scaffolding to Develop English Language
- ELD Across Content Areas
- Going Deeper with Student Conversations
- EL Strategies for Working with Students with Disabilities

Spanish Bridges materials were purchased for Pacheco Elementary.

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Professional development offered to increase inclusion as follows:
 Las Virgenes visit, 6 staff members, March 19, 2018
 Sara Ward Training, February, 2018 (20 staff trained)

Training for paraeducators in the areas of Applied Behavior Analysis (ABA), successful inclusion of students, and other

\$34,200

\$26,371

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

skills necessary to support staff and students offered as follows:
 August 2017, Para Training, inclusion
 November 2017, Trauma Informed Instruction
 March 2018, Verbal Deescalation

ABA training provided to elementary/middle school paraeducators throughout the year during TCT.

While no funds were spent, research on Learning Centers for implementation at middle school conducted.

Professional development for special education and DIS staff provided as follows:

- August mandatory training for secondary sped staff provided by Fresno Diagnostic Center
- Dyslexia training for all school psychologists
- All SLP attended State Conference, including sessions

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

on therapy and assessments

Provided social inclusion opportunities through Unified Sports, researched and implemented at SLOHS.

Team practices T/Th @ lunch starting April 2018. Unified Basketball team competed at Cuesta. SLOHS plan to SOSC (county-wide Special Olympics competition acronym).
Implementation Spring 2018

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Three preschool teachers were hired.

Six preschool aides were hired.

Five instructional aides were hired for TK program.

Preschool teachers were

\$467,773

\$467,773

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

provided with a monthly allocation to purchase curriculum consumables.

Monthly Early Learning Team professional development sessions were provided for all PreK teachers in mathematics and science.

All preschool teachers participated in professional development on the topics of inclusion of special needs students, and research-based strategies for supporting students in their classrooms.

Preschool license fees paid.

Provided Raising a Reader Program at each preschool, plus DM and SM TK class.

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

Analysis

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

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

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

Four 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, socio-economically 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 (39% to 40%) and a 4-point percentage increase for our English learners (18% to 22%). California School Dashboard Academic Indicator in mathematics for our English learner (EL) group was at the yellow performance level with a status of low, showing an increase from the prior year. Performance for socio-economically disadvantaged (SED) student group is at an orange performance level with a status of low, which maintained from the prior year.

In ELA, student performance, as measured by the CAASPP indicated at 1-point percentage drop (45% to 44%) for our SED student group and no change in the EL student group (16% to 16%). California School Dashboard Academic Indicator for our EL and SED group was at the orange performance level with a status of low and maintained from the prior year.

Common assessment results for this year demonstrate significant growth 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 significant 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 83.3%% approval rating for Pacheco 90/10 program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were two differences between budgeted expenditure and actual expenditures. The Universal Design for Learning (UDL) training for LI/MI SDC teachers was not provided in 2017-18. Additionally, we did not spend allocated funds to provide professional development and observation of model classrooms in the areas of co-teaching and learning center models. Instead, we researched Learning Center models for future implementation.

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.

Focus 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.

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.

Professional development will continue to be provided for elementary teachers on classroom behavior intervention and for Special Education teachers on supporting behaviors of students with IEPs, as well as effective inclusion strategies.

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.

Actual

Results of the 2017-18 Elementary Parent Survey indicated the following regarding areas of safety and respect:

- I feel welcome at my child's school. (93% agree or strongly agree)
- My child is safe at school. (87.4% agree or strongly agree)
- My child is safe going to and from school. (89% agree or strongly agree)
- The teachers show respect for the students. (95% agree or strongly agree)
- The students show respect for other students. (82.8% agree or strongly agree)

Expected

100% of parents involved in Success for All Pre-Schools will participate 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.

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

Actual

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

CHKS will be offered in February of 2018. Results should be available by June 2018.

Records of counseling support in elementary and secondary sites combined for 2016-17 showed 2% or greater increase for all targeted student groups except Secondary EL students.

Elementary

All Students +5.9%

Total SED +20.2%

Total EL +13.7%

Secondary

All Students +10.7%

Total SED +10.6%

Total EL -14.5%

Expected

Attendance data will indicate a decrease in chronic absenteeism by 2%.

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

Expulsion data will indicate a decrease in expulsions as measured by district data.

Actual

Using our previous formula for monitoring chronic absenteeism, this went up in 2016-17 by .53%, from 14.02% to 14.55%. However the state has created a new formula which will serve as a new baseline for measuring future chronic absentee rates. Based on this new formula, the district chronic absentee rate is 9.8% for the 2016-17 school year, meeting the 2% decrease proposed.

The suspension rate for all students decreased by .3% to a low status of 2.2% (green).

The suspension rate for the LCAP students groups indicates the following:

EL: Decreased 2.9% to low status of 1.4% (blue)

Foster Youth: Increased by 2% to very high status of 11.3% (red)

Homeless: Decreased 1.5% to medium status of 3.2% (green)

SED: Decreased 1% to medium status of 3.2% (green)

SWD: Decreased significantly 3.8% to high status of 6.1% (yellow)

There were 7 expulsions between August 2016 and March 2017. For the 2017-18 school year, there have been 13 expulsions as of March 31, 2018, an increase of 6 expulsions.

Expected

Attendance data will indicate an increase in school attendance rates.

Dropout data will indicate a decrease in middle school dropout rate.

Dropout data will indicate a decrease in high school dropout rate.

Graduation data will indicate an increase in graduation rate.

Actual

Average daily attendance (ADA) between August 2016 and March 2017 was 95.19%. For the 2017-18 school year, the ADA as of March 31, 2018 is 95.25%, an increase of .06%.

The middle school dropout rate remained at zero students for the 2016-17 school year.

The high school dropout rate for the 2016-17 school year remained the same as 2015-16 at 12 students.

CDE public release of graduation data has been delayed for 2016-17 cohort data.

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

Enhance social-emotional support, including counseling model, to ensure support for

Actual Actions/Services

Quarterly meetings scheduled and held with both secondary and elementary counseling

Budgeted Expenditures

\$712,405

Estimated Actual Expenditures

\$712,405

Planned Actions/Services

families and students in need, while increasing connections with community-based organizations.

Actual Actions/Services

groups to create a coherent connection on the team.

We continued to provide counseling/therapeutic through MFT and MFTI's in place during the 2017-18 school year at 13 of 15 school sites.

The Family Resource Centers (Family Advocates) provided direct support to 246 students and their families during the 2017-18 school year from August through March. At least half of this was linking families to community based services.

TEMA (Transitions Mental Health Association) provided training at SLHS August 16 to support staff regarding suicide prevention. All other secondary sites, MBHS, LAMS, LOMS, and SLOHS received training from County Behavioral Health in Fall 2017. Training incorporated all required aspects of state law regarding

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

suicide prevention.

Curriculum to enhance instruction in Suicide Prevention provided to high schools as follows:
Leads: For Youth
Palo Alto Suicide Prevention manual provided to high schools
Also, Gina Beiget, MFT, Mindfulness, provided to Health classes as guest lecturer in February 2018 to discuss stress and anxiety as it relates to suicide prevention.

Resource list for families and students in the areas of social-emotional well-being was created by counselors for publication.

An evening presentation and workshop for parents was provided regarding Anxiety and Stress among our teens. Gina Biegel Presenter, February 2018.

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

County Behavioral Health contracted and provided training for all secondary staff in the area of Drug Use Awareness and Current Trends in Drug Use Among Teens. Presentations in March/April 2018.

SLCUSD partnered with County Behavioral Health, Frank Warren and Kim Mott, in analyzing needs and presenting information to staff based on the analysis.

YouthTruth Survey also explored Drug/Alcohol use among teens.

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.

Translation, both written and verbal, was provided at all school sites.

Breakfast programs were provided at all school sites.

Transportation was provided for targeted after school intervention and enrichment classes, Pacheco Dual Immersion Program, and high schools.

\$601,000

\$601,000

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 held at nine elementary sites. Family Resource Center liaisons attended and provided referrals to families as needed.

Translation was provided for parent education sessions.

Budgeted Expenditures

\$5,000

Estimated Actual Expenditures

\$5,000

Action 4

Planned Actions/Services

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

Actual Actions/Services

Many opportunities were provided throughout the year to help campuses provide a positive, student-centered learning environment, including:

- Youth Truth Survey to collect data
- Student Senate with representation from all LCAP-identified students groups from each secondary site
- LINK Crew continued at high school
- WEB continued at Middle School

August Workshop was provided to all secondary staff that included the following topics:

1. Student Relationships in an Engaging Classroom (Blaire Brinkman, Teacher)
2. Behavior Intervention That Works (Chris Dowler, Principal & Stacey Nairne, teacher)
3. Trauma Informed Instruction (Ashley Smith, County Mental

Budgeted Expenditures

\$196,344

Estimated Actual Expenditures

\$196,344

Health Coordinator)
 4. CA Healthy Youth Act Update - Inclusion of All Students (Traice Muguira, Youth Empowerment Program Supervisor at CAPSLO) (LGBTQ Issues addressed)
 5. Ensuring Equity in the Classroom (Lauren Knutilla & Marc Townsend)

WEB and LINK Crew training of staff and implementation at secondary sites.

School Safety Plans at all sites reviewed by Deputy Director, School Site Councils and Board of Education.

Action 5

Planned Actions/Services

Engage and educate parents regarding SLCUSD academic and social-emotional programs.

Actual Actions/Services

Site-based parent education on literacy topics, with additional outreach to EL and SED families, was offered at each

Budgeted Expenditures

\$45,000

Estimated Actual Expenditures

\$45,000

elementary site.

Elementary school parents were provided an overview of the grade-level mathematics expectations at Back-to-School Night (translated).

Site-based STEAM/NGSS Family Nights, with additional outreach to EL and SED families was provided at each elementary site.

Latino Family Literacy classes were offered at C.L. Smith, Hawthorne, and Del Mar.

District TOSA, two teachers, and one parent attended CABE.

School Messenger was purchased to monitor student attendance and provide systematic truancy, and increase school/home communication.

Evening presentation and workshop provided for parents regarding anxiety and stress among our teens. Gina Biegel Presenter, February 2018.

MindfulSLO newsletter articles, "Parent to Parent," provided. 4 elementary articles, 9 secondary articles published.

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, socio-economically 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.

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 9.8%. The Fall 2017 California School Dashboard indicates that SLCUSD is at green performance level based on low status (2.2%) and a change showing a decline in suspensions for 2016-17. 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 socio-economically disadvantaged, homeless, and Hispanic student groups. There is a concern for our foster youth student group, who had an increase in suspensions and is at the red (high) performance level.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

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 2018-2019. 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 Emerging to Proficient, as measured by the BrightBytes Survey.

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.

Improve student home access to the internet by 5% (from 95% to 100%), as measured by BrightBytes Survey.

Actual

The BrightBytes indicates that students are taught digital citizenship skills at least monthly increasing from 10% to 13%.

As of February 2018, the results of the BrightBytes survey indicated that although there was improvement, teachers' regular online use of the 4Cs (collaboration, creativity, communication, and critical thinking) remained at Emerging.

As of February 2018, the results of the BrightBytes survey indicated that 95% percent of students have home access to the internet.

Improve student home access to devices by 10% (from 90% to 100%), as measured by BrightBytes Survey.

As of February 2018, the results of the BrightBytes survey indicate that 91% of students have home access to devices.

Student time and number of books read, as measured by MyOn personalized independent reading program, will increase by 5% over previous year.

MyOn results indicate:
 Hours per student (average) increased by 10.8 hours from 34.2 hours in 2015-16 to 45 hours in 2016-17.
 Total number of books read per student (average) increased by one book from 16.3 books in 2015-16 to 17.3 books in 2016-17.

100% of facilities will be considered in good repair.

100% of facilities are 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.

A .5 EdTech TOSA provided leadership, professional development and coaching in the area of technology and innovation.

EdTech TOSA attended ongoing professional development.

EdTech TOSA facilitated quarterly meetings with 20 lead EdTech teachers.

Professional development was provided for teachers, with a focus on lesson design to incorporate technology, SAMR, digital citizenship, and 4C's through the Techie Boot Camp, and ongoing professional development.

\$45,000

\$45,000

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Utilize data to modernize and

Chromebooks and carts were

\$463,125

\$463,125

improve learning and target professional development

purchased for both comprehensive high schools in order to modernize instruction and encourage 21st century skills.

A variety of devices were purchased for each school site. Site principals worked collaboratively with IS&T staff to develop replacement plans in order to update and replace out-of-date devices.

The BrightBytes survey was administered to parents, staff, and students in order to gather information and measure progress toward our targeted technology needs.

Developed a Digital Citizenship Student Outcomes Scope and Sequence that includes student outcomes and resources for all grade levels.

Provided professional

development on digital citizenship in the classroom for both elementary and secondary teachers.

Provided monthly Digital Citizenship Family Tip of the Month document for both elementary and secondary schools.

Utilized apps and extensions within Google apps and extensions. These tools were demonstrated in content area professional development.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement online and personalized learning opportunities.

Purchased MyOn site licenses and utilized at 9 elementary sites.

Purchased eBooks for all sites.

Provided research materials to all sites through the ETC portal.

\$104,000

\$104,000

Action 4

Planned Actions/Services

Develop and articulate integrated units and model STEAM programs.

Actual Actions/Services

Site-based planning time was provided for each elementary school at the beginning of trimester 2 and 3 to support backwards mapping of instructional plans and development of integrated units.

All elementary sites participated in robotics training. Each elementary site developed a variety of STEAM options for students, including six-week courses, clubs, family events,

Budgeted Expenditures

\$128,000

Estimated Actual Expenditures

\$126,000

and STEAM project-based learning.

All elementary sites purchased robotics materials to support STEAM opportunities.

Pacific Beach, our continuation high school, is exploring STEAM and other integrated career-related opportunities for students in order to increase engagement and prepare students with college and career readiness.

The Incentive Grant was used to further develop computer science and robotics programs by secondary staff members attending computer science conferences.

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, with the exception of two actions/services. 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 on-site 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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

District Technology Innovation Advisory Committee meetings were minimized based on needs of the committee. In addition, professional development on modern engineering practices/strategies/curriculum did not happen.

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:

Transition from MyOn to 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.
Further develop digital citizenship lesson design.

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%.

Student enrollment in AP courses will increase by 2% from 37% to 39%.

Actual

14-15 = 55%
15-16 = 60%
16-17 = 63%
60% to 63%
Increased by 3 percentage points

2015-16 = 37%
2016-17 = 38%
Increased by 1 percentage point.

SLCUSD student pass rates on AP exams will increase by 2% from 77% to 79%.

2015-16 = 77%
 2016-17 = 71%
 Decreased by 6 percentage points.

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

All elementary students were evaluated using our standards-based report card or modified standards-based report card. Based on teacher feedback, the report card will be revised this summer to include parent-friendly language and revised reading standards.

Teacher use of digital or online assessment will improve from Emerging to Proficient, as measured by the BrightBytes Survey.

BrightBytes survey indicated that teacher use of digital or online assessment improved from Emerging to Proficient.

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

Teacher teams met to develop and revise grade-level assessments and rubrics aligned to standards-based report card.

Budgeted Expenditures

\$281,936

Estimated Actual Expenditures

\$279,936

Purchased Illuminate with Item Bank to support ongoing collaboration and development in using and interpreting data.

Six teachers and principals attended Illuminate conference.

Illuminate consultant provided ongoing training and support.

Assessment TOSAs modeled classroom use of Illuminate and formative assessments in both elementary and secondary classrooms.

Two .5 FTE Assessment/Data TOSAs facilitate the full implementation of CCSS-aligned District Common, Interim, and State assessments.

Select teachers scored English and mathematics advanced placement tests.

All K-2 students are given the

Benchmark Assessment System at the end of each trimester.

All K-6 teachers calibrated at site, using district-developed webinars to score writing benchmark assessments.

All new teachers and LLI teachers attended BAS training.

Teacher teams revised K-5 math trimester benchmark assessments based on teacher feedback.

Teacher teams revised K-6 ELA trimester benchmarks based on teacher feedback.

Teacher leaders were paid hourly time to work alone and collaboratively to develop and modify secondary common assessments, as needed.

A progress monitoring plan was

created. This plan has helped to organize the analysis of data at the Cabinet and principal level.

English and math departments at the secondary level are utilizing TCT and other times to understand and analyze data in order to validate, inform, and adjust instruction.

Purchased CCSS-aligned Spanish LAS Assessment for use at the Welcome Center.

InfoSnap was utilized in order to continue an online parent registration process to increase accessibility, accuracy, and efficiency for parents and staff.

Purchased online assessment system for PreK 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 Focus 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 60% to 63%, a 3 percentage point increase.

Student enrollment in AP courses increased from 37% to 38%, an increase of 1 percentage point.

Pass rate on AP exams decreased from 77% to 71%, a decrease of 6 percentage points.

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 from Emerging to Proficient, as measured by the BrightBytes Survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

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 includes 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: 2018-19

Involvement Process for LCAP and Annual Update

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

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:

8-22-2017: LCAP Focus 2, Summer Programs

8-22-2017: LCAP Outreach Plan

9-5-2017: LCAP Focus 4, Summer PD/Technology Boot Camp Presentation

9-19-2017: LCAP Focus 1, 2, and 5: Results of SBAC, including LCAP-identified student groups

10-3-2017: LCAP Focus 1, Results of SBAC – district, county, and state comparisons

10-3-2017: LCAP Focus 3, Common Ground Task Force Update

10-17-2017: Elementary and Secondary SPSAs, aligned to district LCAP goals

11-7-2017: LCAP Focus 1, Elementary Reading Presentation

11-7-2017: LCAP Focus 1, CTE Update

11-7-2017: LCAP Focus 1, 2, 3, and 5 State Dashboard Local Indicator Update

11-7-2017: LCAP Focus 1, CTE Update

12-12-2017: LCAP Feedback, Youth Truth Student Senate Key Findings Presentation

1-16-2018: LCAP Focus 4, Access to Technology for SED Population Plan

1-16-2018: LCAP Focus 1, Elementary Achievement Data Presentation

- 2-13-18: LCAP Focus 3, Attendance Update
- 2-27-2018: LCAP Focus 1, Secondary English/Math Achievement Presentation
- 3-13-2018: LCAP Focus 4, STEAM Presentation
- 3-27-2018: LCAP Focus 2, Secondary New Courses
- 3-27-2018: LCAP Focus 1, NGSS Presentation
- 3-30-2018: LCAP Focus 1, Danielson Framework (Friday Focus)
- 4-17-2018: LCAP Focus 3, Common Ground Task Force Update
- 4-17-2018: LCAP Focus 4, BrightBytes Presentation
- 4-17-2018: LCAP Stakeholder Feedback
- 5-1-2018: LCAP Overview Presentation
- 5-1-2018: LCAP Focus 2, English Learner/ELPAC Update
- 5-15-2018: LCAP First Reading, Public Hearing
- 5-15-2018: LCAP Focus 2, Dual Enrollment Information
- 6-5-2018: LCAP and Budget Approval
- 6-5-2018: LCAP Focus 3, Dual Enrollment Approval
- 6-19-2018: LCAP Focus 1, 2, and 5, Elementary/Secondary Common Assessment Presentation

New to our LCAP Stakeholder feedback plan 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 reviewed survey results from the Youth Truth Survey, BrightBytes Survey, and LCAP Parent and Staff Survey.

In January 2018, 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://docs.google.com/presentation/d/1teHcsVxjpjO8SMazutGiDiSdBo01iY835TTaUVqKNEA8/present?ueb=true&slide=id.g2c84ac5707_0_69).

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 ideas do you have for improving our academic program?
2. What school supports are positively impacting your student's success?
3. How might we better support students needing academic support?
4. How can we strengthen social/ emotional wellness for students?
5. How can we improve our efforts to better inform and involve parents in our schools?
6. What types of parent information/education would be helpful for schools to offer?
7. What's the best way to use technology to meet your student's needs and interest?
8. What 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 40 students, representing various groups, including English learners, students with IEPs, and socio-economically 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 five times throughout the year. At the first meeting, students were introduced to Youth Truth. Youth Truth is a nonprofit 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 12, 2017 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, engaging instruction
- Curriculum, equipment, resources
- VAPA, Technology, Electives
- Intervention/individualized support
- After school opportunities for extra support
- Acceleration/enrichment
- Provide accessible, caring staff
- Skilled teachers and support staff
- Reading/math Interventions
- Social emotional: counseling, mindfulness
- Promote innovative ways to reach all students (PBL, Learn by Doing, Outdoor Learning)
- Guided/inclusive activities
- Parent education and outside resources
- Peer mentoring, relationship building
- Social-emotional curriculum
- Counseling/mental health support
- Use 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

Staff:

- Positive and encouraging adults – connect with each child each day
- Preparation/collaboration time

- Maintain focus on Career Technical Education
- Focus on instructional strategies to support implementation of new curriculums
- Continue to analyze and implement effective interventions
- Continue support staff (paraeducators, EL support, tutors, instructional aides)
- Counseling and mental health programs
- Specialized programs such as AVID, EL support
- Reading/math Intervention with trained teachers
- Before/after school academic support programs
- Peer mentoring, student support groups
- Social-emotional intentional teaching
- Parent education and communication
- 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

Students:

- Caring/attentive adults
- Engagement and challenge
- Relevant assignments, no busy work
- Improved lunchtime activities to engage all students
- Enhance academic rigor
- Focus on college and career readiness
- Implement Project-Based Learning (PBL)
- Work readiness
- Update technology
- Student academic assistance

The Common Ground Advisory Task Force provided two top recommendations regarding free expression that directly impacted the LCAP.

1. Provide professional development and ongoing training to district administrators, teachers, and staff on understanding diversity and inclusivity in our

schools; provide opportunities for parents to participate. This should include guidelines in the use of appropriate nomenclature and strategies for classroom discussions regarding sensitive issues.

2. Teach civil discourse as part of each student's required curriculum, facilitating positive engagement among students on complex and/or controversial topics. Staff will engage in professional development opportunities to develop students' respect for others' diverse points of view, critical thinking skills, and their ability to determine fact from opinion.

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

1. Strengthen teachers' understanding of district-adopted curriculums 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.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New

Goal 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 2017 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. This was an increase of eleven percentage points from 2015. The LCFF Evaluation rubrics place us at the green performance level for English Language Arts. The CAASPP results for English Language Arts showed 67% of all students met or exceeded standard. This was an eight percentage point increase from 2015.

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

Mathematics:

K-5 mathematics achievement, as measured from 2016-2017 to 2017-2018 2nd trimester benchmark, showed a growth of 7 percentage points (69% to 76%). 6th-8th grade student achievement, as measured from 2015-16 to 2016-17, showed a growth range of 4 to 10 percentage points. High school student achievement, as measured from 2015-16 to 2016-17, showed a growth range of 15 to 34 percentage points.

English Language Arts

- K-2 reading from 2016-17 to 2017-18 2nd trimester remained consistent, as measured by District Common Assessment (49% to 49%).
- 3rd-6th grade reading from 2016-17 to 2017-18 2nd trimester increased by 2 percentage points (67% to 69%), as measured by District Common Assessment.
- K-6 writing from 2016-17 to 2017-18 2nd trimester, showed a growth of 5 percentage points (52% to 57%).
- Secondary writing achievement for 2016-17 results were as follows:
 - 7-8 Narrative – 76%
 - 7-8 Informational/Explanatory – 68%
 - 7-8 Argument – 74%
 - 9-12 Informational/Explanatory – 73%
 - 9-12 Argument – 66%

Youth Truth survey results indicate a 2.99 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
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<p>Student performance in mathematics will increase by 5%, as measured by the CAASSP.</p>	<p>59% Blue Performance Level</p>	<p>+5%</p>	<p>+5%</p>	<p>+5%</p>
<p>Student performance in mathematics will increase by 5%, as measured by District Common Assessments.</p>	<p>K-5 Math Benchmark (2nd trimester) = 70% 6th-8th Benchmark (Task Three) = 75% Algebra 1 Benchmark (Task Three) = 52% Geometry Benchmark (Task Two) = 64%</p>	<p>+5%</p>	<p>+5%</p>	<p>+5%</p>
<p>Student performance in English Language Arts will increase by 5%, as measured by the CAASSP.</p>	<p>65% Green Performance Level</p>	<p>+5%</p>	<p>+5%</p>	<p>+5%</p>

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>English learners will take the English Language Proficiency Assessment for California (ELPAC) assessment in Spring 2018. Results from this assessment will be used as a baseline for future goals.</p>	TBD	Baseline	+5%	+5%
<p>All elementary students will engage in two FOSS NGSS learning modules during the 2017-2018 school year.</p>	One Unit	Two Units	Three Units	Three Units
<p>Secondary students will engage in 2 NGSS-aligned units in the 2017-2018 school year</p>	Developing Units	Two Units	Four Units	Full Implementation

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

2015-16 = 22% (108 students)

+5%

+5%

+5%

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 teachers

All teachers

All teachers

All teachers

<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>

Youth Truth survey results will indicate a 1-point increase in positive student perception around college and career understanding.

2.99 on a 5-point scale (2017-18)

N/A

3.99 on a 5-point scale

4.4 on a 5-point scale

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

New

Modified

Unchanged

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> A. \$19,200 B. \$8,200 C. \$13,400 D. \$164,000 E. \$1,000 F. \$6,000 G. \$19,000 	<ul style="list-style-type: none"> A. \$35,730 B. \$9,400 C. \$15,500 D. \$133,000 E. \$1,000 F. \$2,000 G. \$9,000 	

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

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

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

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 classroom instructional strategies based on the Danielson Framework for Teaching.

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

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. \$31,500
- B. \$71,400
- C. \$45,200

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. General Fund
- B. Title II
- C. 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. 4000 - Supplies
- C. 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

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

Implement Next Generation Science Standards Plan.

2018-19 Actions/Services

Strengthen Next Generation Science Standards Plan.

2019-20 Actions/Services

Fully implement Next Generation Science Standards Plan.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

	Amount		
	<ul style="list-style-type: none"> A. \$162,000 B. \$45,000 C. \$134,200 D. \$24,500 	<ul style="list-style-type: none"> A. \$91,509 B. \$7,500 C. \$77,000 D. \$7,800 E. \$28,000 	<ul style="list-style-type: none"> A. \$66,028 B. \$7,500 C. \$77,000 D. \$7,800 E. \$28,000
	<ul style="list-style-type: none"> A. General Fund B. Title I C. General Fund D. Title I 	<ul style="list-style-type: none"> A. General Fund B. Title I C. General Fund D. General Fund E. Title I 	<ul style="list-style-type: none"> A. General Fund B. Title I C. General Fund D. General Fund E. Title I
	<ul style="list-style-type: none"> A. 1000 - Certificated Personnel B. 1000 - Certificated Personnel C. 4000 - Supplies D. 5000 - Services 	<ul style="list-style-type: none"> A. 1000 - Certificated Personnel B. 1000 - Certificated Personnel C. 4000 - Supplies D. 5000 - Services E. 5000 - Services 	<ul style="list-style-type: none"> A. 1000 - Certificated Personnel B. 1000 - Certificated Personnel C. 4000 - Supplies D. 5000 - Services E. 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

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Develop HSS Implementation Plan and begin to interpret the framework.

Continue HSS Implementation Plan.

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	
Source	A. General Fund B. Title II C. General Fund D. Title II	A. General Fund B. Title II C. General Fund D. General Fund E. Title II F. Title III	
Budget Reference	A. 1000 - Certificated Personnel B. 1000 - Certificated Personnel C. 5000 - Services D. 5000 - Services	A. 1000 - Certificated Personnel B. 1000 - Certificated Personnel C. 4000 - Supplies D. 5000 - Services E. 5000 - Services F. 5000 - Services	

Action #5

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

Students to be Served

All Students

Location(s)

Specific Grade spans, 9-12

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

Unchanged

2017-18 Actions/Services

Create and develop effective CTE pathways

2018-19 Actions/Services

Create and develop effective CTE pathways

2019-20 Actions/Services

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	
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	
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	

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

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Enhance and modernize Music programs.

2018-19 Actions/Services

Enhance and modernize Music programs.

2019-20 Actions/Services

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	
Source	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	

(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 2017 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 40% of socio-economically disadvantaged students met or exceeded standard, 22% of English learners met or exceeded standard, and 53% of reclassified English proficient students met or exceeded standard.

The CAASPP results for English Language Arts showed 67% of all students met or exceeded standard, while only 44% of socio-economically disadvantaged students met or exceeded standard, 16% of English learners met or exceeded standard, and 65% 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 mathematics as measured growth from 2016-17 to 2017-18 indicates:
 - SED - 56% to 62%, +6 percentage points
 - EL - 45% to 51%, +6 percentage points
 - RFEP - 83% to 78% -5 percentage points

- 6th grade mathematics as measured growth from 2015-16 to 2016-17 indicates:
 - SED - 33% to 30%, -3 percentage points
 - EL - 4% to 7%, +3 percentage points
 - RFEP - 43% to 33%, - 10 percentage points

- 7th grade mathematics as measured growth from 2015-16 to 2016-17 indicates:
 - SED - 43% to 54%, +9 percentage points
 - EL - 22% to 24%, +2 percentage points
 - RFEP - 51% to 58%, +7 percentage points

- 8th grade mathematics as measured growth from 2015-16 to 2016-17 indicates:
 - SED - 67% to 81%, +14 percentage points
 - EL - 58% to 71%, +13 percentage points
 - RFEP - 64% to 86%, +22 percentage points

- Algebra 1 District Common Assessment as measured growth from 2015-16 to 2016-17 indicates:
 - All students - 52% to 67%, +15 percentage points
 - SED - 39% to 61%, +22 percentage points
 - EL - 17% to 50%, +33 percentage points
 - RFEP - 34% to 54%, +20 percentage points

- Geometry District Common Assessment as measured growth from 2015-16 to 2016-17 indicates:

- o All Students - 29% to 63%, +34 percentage points
- o SED - 17% to 37%, +20 percentage points
- o EL - 5% to 8%, + 3 percentage points
- o RFEP - 20% to 42%, +22 percentage points

English Language Arts

- K-2 reading as measured by growth from 2016-17 to 2017-18 indicates:

- o SED - 36% to 35%, -1 percentage points
- o EL - 26% to 25%, -1 percentage points
- o RFEP - 77% to 50% - 27 percentage points

- 3-6 reading as measured by growth from 2016-17 to 2017-18 indicates:

- o SED - 42% to 47%, +5 percentage points
- o EL - 14% to 17%, +3 percentage points
- o RFEP - 70% to 67%, -3 percentage points

- K-6 writing as measured by growth from 2016-17 to 2017-18 indicates:

- o SED - 36% to 43%, + 7 percentage points
- o EL - 34% to 37%, + 3 percentage points
- o RFEP - 42% to 48%, +6 percentage points

Secondary ELA common Assessments for 2016-17 indicates:

- 7-8 ELA Narrative Common Assessments

- o SED - 62%
- o EL – 45%
- o RFEP – 61%

- 7-8 ELA Informational/Explanatory Common Assessments

- o SED - 55%
- o EL – 48%
- o RFEP – 53%

• 9-12 Informational/Explanatory Common Assessments

- o SED - 56%
- o EL – 27%
- o RFEP – 68%

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
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"> • SED = 36% • EL = 26% • RFEP = 77% <p>3-6 RI (2nd Trimester)</p> <ul style="list-style-type: none"> • SED = 42% • EL = 14% • RFEP = 77% <p>K-6 Writing (2nd Trimester)</p> <ul style="list-style-type: none"> • SED = 36% • EL = 34% • RFEP = 42% <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>=/> 81% Regular Ed. = 54.2%</p> <p>=/< 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>

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

Unchanged

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.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

- A. \$1,162,664
- B. \$10,000
- C. \$10,000
- D. \$81,500
- E. \$14,000
- F. \$46,000
- G. \$57,500

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

Source

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

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

Budget Reference

- 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

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

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Budgeted Expenditures

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

Unchanged

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

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

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

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

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

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

Unchanged

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.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

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

Source	<ul style="list-style-type: none"> A. LCAP Supplemental B. LCAP Supplemental C. LCAP Supplemental D. LCAP Supplemental 	<ul style="list-style-type: none"> A. LCAP Supplemental B. LCAP Supplemental C. LCAP Supplemental D. LCAP Supplemental 	
Budget Reference	<ul style="list-style-type: none"> A. 1000 - Certificated Personnel B. 2000 - Classified Personnel C. 4000 - Supplies D. 5000 - Services 	<ul style="list-style-type: none"> A. 1000 - Certificated Personnel B. 2000 - Classified Personnel C. 4000 - Supplies D. 5000 - Services 	

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,
Preschool/Transitional Kindergarten

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

Unchanged

2019-20 Actions/Services

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

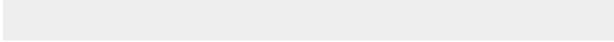
- A. \$346,500
- B. \$209,783
- C. \$2,500
- D. \$14,000

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

Source

- A. LCAP Supplemental
- B. LCAP Supplemental
- C. LCAP Supplemental
- D. LCAP Supplemental

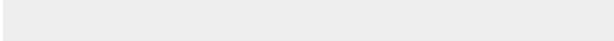
- A. LCAP Supplemental
- B. LCAP Supplemental
- C. General Fund
- D. Title III
- E. LCAP Supplemental



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



(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 and academic motivation increased in the 7th grade by 9%, and in the 9th grade by 4%. They decreased in the 11th grade by 3%.

Average Daily Attendance (ADA) through March 31, 2018 is at 95.25%

Chronic absenteeism through March 31, 2018 is at 10.89%

Truancy rate through March 31, 2018 is at 27.9%

There have been thirteen expulsions as of March 31, 2018

Final chronic absenteeism and ADA data will be available after June 15, 2018. At that time, data will be re-examined to pinpoint specific school and

student needs for the 2018-19 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 that 56% of middle school students and 57% of high school students had a positive perception around relationships with peers (bullying).

Youth Truth survey results indicated a 3.66 positive perception (on a 5-point scale) for middle school students and 3.5 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	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	90% for all five criteria	90% for all five criteria	90% for all five criteria

agree to positive statements regarding areas of safety and respect.

the new 2017-18 LCAP.

I feel welcome at my 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, Connectedness and Academic Motivation by 3% for our 7th graders, 3% for our 8th graders, and 3% for our 9th graders (Next survey will be administered in 2017-18).</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 2%.</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

Unchanged

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.

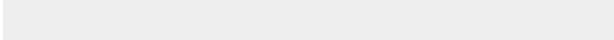
Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount

- A. \$427,905
- B. \$10,000
- C. \$7,500
- D. \$45,000
- E. \$142,000
- F. \$5,000
- G. \$75,000

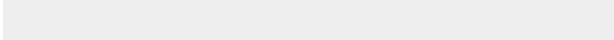
- A. \$446,700
- B. \$16,000
- C. \$182,000
- D. \$75,000
- E. \$40,000



Source

- A. LCAP Supplemental
- B. LEA-MediCal
- C. LCAP Supplemental
- D. LEA-MediCal
- E. LCAP Supplemental
- F. General
- G. Homeless Grant

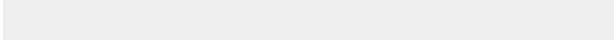
- A. LCAP Supplemental
- B. LCAP Supplemental
- C. LCAP Supplemental
- D. General Fund
- E. LEA-MediCal



Budget Reference

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

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

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

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. \$36,000 B. \$565,000		
Source	A. LCAP Supplemental B. LCAP Supplemental		
Budget Reference	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

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

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

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	
Source	A. LCAP Supplemental B. LCAP Supplemental	A. LCAP Supplemental B. LCAP Supplemental	

Budget Reference

A. 1000 - Certificated Personnel
B. 2000 - Classified Personnel

A. 1000 - Certificated Personnel
B. 2000 - Classified 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

Unchanged

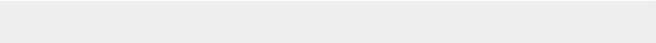
2017-18 Actions/Services

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.



Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> A. \$40,000 B. \$126,344 C. \$10,000 D. \$20,000 	<ul style="list-style-type: none"> A. \$30,000 B. \$133,661 C. \$10,000 D. \$5,000 	
Source	<ul style="list-style-type: none"> A. LCAP Supplemental B. LCAP Supplemental C. LCAP Supplemental D. LCAP Supplemental 	<ul style="list-style-type: none"> A. LCAP Supplemental B. LCAP Supplemental C. LCAP Supplemental D. LCAP Supplemental 	
Budget Reference	<ul style="list-style-type: none"> A. 1000 - Certificated Personnel B. 2000 - Classified Personnel C. 4000 - Supplies D. 5000 - Services 	<ul style="list-style-type: none"> A. 1000 - Certificated Personnel B. 2000 - Classified Personnel C. 4000 - Supplies D. 5000 - Services 	

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

Unchanged

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.

Budgeted Expenditures

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	A. 7,000 B. \$30,000 C. \$4,000 D. \$44,500	
Source	N/A	A. LCAP Supplemental B. LCAP Supplemental C. LCAP Supplemental D. LCAP Supplemental	
Budget Reference	N/A	A. 1000 - Certificated Personnel B. 2000 - Classified Personnel C. 4000 - Supplies D. 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 the internet by 5% (from 95% to 100%), as measured by BrightBytes Survey.</p>	<p>95%</p>	<p>100%</p>	<p>100%</p>	<p>100%</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>100%</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"> • 8.18 hours per student (average) • 34.49 total number of books read per student (average) 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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

Develop visionary leadership teams that model best practices in the area of technology and innovation.

2018-19 Actions/Services

Develop visionary leadership teams that model best practices in the area of technology and innovation.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. \$102,000 B. \$6,000	A. \$103,070 B. \$15,000 C. \$2,000	
Source	A. General Fund B. General Fund	A. General Fund B. General Fund C. General Fund	
Budget Reference	A. 1000 - Certificated Personnel B. 5000 - Services	A. 1000 - Certificated Personnel B. 4000 - Supplies C. 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

Unchanged

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	A. \$450,000 B. \$13,125	A. \$400,000 B. \$15,125	
Source	A. LCAP Supplemental B. General	A. LCAP Supplemental B. General	
Budget Reference	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

Unchanged

2017-18 Actions/Services

Implement online and personalized learning opportunities.

2018-19 Actions/Services

Implement online and personalized learning opportunities.

2019-20 Actions/Services

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	
Source	A. LCAP Supplemental B. General Fund C. Title III	A. LCAP Supplemental B. General Fund	
Budget Reference	A. 4000 - Supplies B. 5000 - Services C. 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

Unchanged

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

Budgeted Expenditures

(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
--------------------	----------	---------	---------	---------

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%.	2015-2016 = 60%	+2%	+2%	+2%
Student enrollment in AP courses will increase by 2% from 37% to 39%.	37%	39%	41%	43%
SLCUSD student pass rates on AP exams will increase by 2% from 77% to 79%.	77%	79%	81%	83%

<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 Emerging to Proficient, as measured by the BrightBytes Survey.</p>	<p>Emerging</p>	<p>Proficient</p>	<p>Advanced</p>	<p>Exemplary</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

Unchanged

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.

Budgeted Expenditures

Year

2017-18

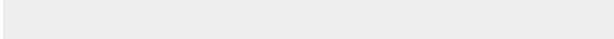
2018-19

2019-20

Amount

- A. \$160,100
- B. \$36,000
- C. \$7,000
- D. \$66,868
- E. \$2,000
- F. \$6,000

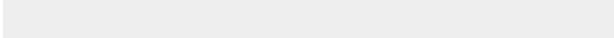
- A. \$164,899
- B. \$27,000
- C. \$1,000
- D. \$53,660
- E. \$76,828
- F. \$7,000
- G. \$6,000



Source

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

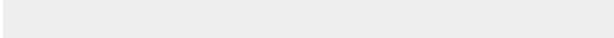
- A. General Fund
- B. LCAP Supplemental
- C. Title III
- D. LCAP Supplemental
- E. General Fund
- F. Title II
- G. LCAP Supplemental



Budget Reference

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

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



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)
- 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 CUBE 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)
- 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.

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- 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>)

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- 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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- 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)
- 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.

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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. (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>)
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- 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.