



Local Control Accountability Plan

San Pasqual Union School District
2017-2018 LCAP Executive Summary

Governing Board
Blaise Jackson
Scott Heidemann
Angela Baker
David Hersey
Tim Spivey

Shannon Hargrave, Superintendent/Principal

Local Control Accountability Plan



The Local Control Accountability Plan (LCAP) focus on local accountability and is a comprehensive planning tool in developing goals, specific actions, and expenditures for instructional programs. The LCAP measures progress for student subgroups across the multiple performance indicators based on eight priorities set by the State. The priorities must be aligned to the district's spending plan.

State Priorities



Pupil Achievement

- ✧ Performance on statewide standardized tests
- ✧ English Learner proficiency
- ✧ English Learner reclassification rate

Pupil Engagement

- ✧ School attendance rates
- ✧ Chronic absenteeism rates
- ✧ Middle school dropout rates

Other Pupil Outcomes

- ✧ Other indicators of pupil performance in required areas of study, including physical education
- ✧ Achievement as measured by multiple indicators of performance

School Climate

- ✧ Pupil suspension rates
- ✧ Pupil expulsion rates
- ✧ Safety and connectedness

Parental Involvement

- ✧ Effort to seek parent input
- ✧ Promotion of parental participation

Basic Services

- ✧ Teachers appropriately assigned and fully credentialed
- ✧ Student access to standards-aligned instructional materials
- ✧ Facilities maintained in good repair

Implementation of State Standards

- ✧ California content and performance standards, including English Learners

Course Access

- ✧ Student access and enrollment in all required areas of study, including physical education

SPU Goals and Actions



Goal 1: Increase student achievement through the implementation of a broad course of K-8 California State Standards (Common Core) study delivered by highly qualified teachers on a safe, clean and well maintained school facility.

Action 1, Goals, Outcomes, & Expenditure:

- ❖ Appropriately credentialed and assigned certificated staff *(as measured by annual credential review)* will use California State Standard instructional materials *(as measured by annual inventory of instructional materials and Board Public Hearing & Resolution certifying the District has sufficient textbooks and instructional materials)*.

- ❖ California State Standards (CC) will be implemented and utilized to support student learning and outcomes *(as measured by site/teacher evaluation, budgeted purchases, schedules and calendars, observations and anecdotal records)*.
Budgeted expenditures: \$10,000 (Base) – books and supplies.

- ❖ K-5 teachers will pilot ELA Houghton Mifflin ‘Journeys’ textbooks and middle school will pilot ELA Houghton Mifflin ‘Collections’ textbooks *(as measured by teacher survey)*.

- ❖ Maintain a safe, clean, and well-maintained school facility *(as measured by annual FIT - Facility Inspection Tool)*.
Surveys to measure a positive school culture and learning environment *(as measured by student responses)*.
Budgeted Expenditures: \$194,632 (Base) – classified salaries and benefits and other services

SPU Goals and Actions



Goal 1: continued

Action 2, Goals, Outcomes, & Expenditures:

- ❖ Certificated and classified staff to receive professional development for instructional strategies to serve unduplicated students *(as measured by PD calendar and agendas)*. Budgeted expenditures: \$2,788 (Title 1), \$7,944 (Title II), \$8,565 (Educator Effectiveness), \$4,000 (Base) – certificated salaries & benefits, materials & supplies, consultants
- ❖ Special Education Coordinator to implement TEAMS (Translating Evidence Based Interventions for ASD: A multi-Level Implementation Strategy) *(as measured by observation and anecdotal records)*.
- ❖ Collaborate with San Diego County Office of Education (SDCOE) regarding curriculum and instruction *(as measured by calendar and records)*.
- ❖ Maintain implementation and evaluation of surveys used to measure culture and learning environment *(as measured by survey results)*.
- ❖ Specialists/Coaches will support teachers, students, and provide professional development. English Learner Coordinator will increase support for EL students and increase professional development of EL students *(as measured by calendar and agendas)*.
- ❖ EL Coordinator to attend SDCOE trainings and meetings *(as measured by calendar, agendas, and records)*.
- ❖ District to collaborate with SDCOE to develop a technology plan and pilot Business Intelligence Dashboard Creation *(as measured by calendar, agendas, and records)*.
- ❖ District to continue implementation of 'Technology Refresh Plan' to replace old equipment and to purchase new equipment for student and staff use *(as measured by replacement schedule and financial records)*. Budgeted expenditures: \$28,000 (Base) - equipment

SPU Goals and Actions



Goal 2: Increase academic achievement through targeted support / intervention and enrichment for all students including Special Education, English Learner, Foster Youth, and Low Income students using data derived from multiple assessments to measure student progress, guide instruction and improve professional practice.

Action 1, Goals, Outcomes, & Expenditures:

- ❖ Effective use of data to guide instruction and develop interventions *(as measured by schedules, calendars, and PLC notes)*.
- ❖ SBAC scores for all students will increase by 5% in both ELA and Math *(as measured by assessment data)*.
- ❖ Implementation of state adopted standards *(as measured by schedules, calendars, and PLC notes)*.
- ❖ Implementation of NWEA/MAPS *(as measured by implementation schedule and results)*.
- ❖ Student performance in abdominal and upper body strength sub-category will improve by 1% *(as measured by assessment results)*.
- ❖ English Learner reclassification rate goal of 12% *(as measured by assessment results)*.
- ❖ English Learner progress toward English language proficiency goal: 42% of students achieving Early Advanced or Advanced *(as measured by CELDT results)*.
- ❖ School climate and student engagement will focus on student attendance (97%), chronic absenteeism (3%), middle school dropout rate (0%), student suspension rate (3%), and student expulsion rate (0%) *(as measured by school records)*.
- ❖ District will continue to use Specialists – Instructional Coaches to provide targeted support and professional development *(as measured by agendas, notes, and results)*.
Budget expenditures: \$117,172 (Supplemental), \$45,976 (Supplemental) – certificated salaries & benefits
- ❖ Teachers will utilize supplemental materials for the implementation of the California State Standards (CC) *(as measured by schedules, calendars, and PLC notes)*.

SPU Goals and Actions



Goal 2: continued

Action 2, Goals, Outcomes, & Expenditures:

- ❖ Specialists / coaches will support teachers and students, and provide professional development. EL Coordinator will increase support for EL students and increase PD for teachers of EL students development (*as measured by schedules, calendars, notes*).
- ❖ EL Coordinator / Instructional Coach will continue summer intervention, after school tutorial, and individualized IXL and LEXIA plans for each EL student (*as measured by schedules, calendars, notes*).
Budgeted expenditures: \$3,730 (Supplemental), \$900 (Supplemental) – certificated & classified salary & benefits
- ❖ EL families will be provided with supports via Mano-o-Mano program and the Family Literacy Project development (*as measured by schedules, calendars, notes*).
Budgeted expenditures: \$2000 (Supplemental), \$600 (Supplemental) – books & supplies, and consultant
- ❖ Learning plans designed for all at-risk students with a focus on unduplicated students with a special focus on English Learners development (*as measured by schedules, calendars, notes*).
- ❖ Teaching staff to administer and analyze assessments. Data used to measure student growth, develop interventions, and demonstrate implementation of state adopted standards (*as measured by results*).
- ❖ District to analyze internal assessments and develop a baseline to measure student growth (*as measured by results*).
- ❖ Time for staff to collaborate on professional practices, curriculum & instruction, assessments & data (*as measured by schedules, calendars, notes*).
- ❖ Maintain regular PLC meetings, staff meetings, and professional development (*as measured by schedules, calendars, notes*).

SPU Goals and Actions



Goal 3: Increase academic achievement and school climate through student, staff, parent, and community engagement, involvement, and connectedness within the school environment.

Action 1, Goals, Outcomes, & Expenditure:

- ❖ District collaboration with parent and community groups and activities Administrators to attend regular meetings with all parent groups in an effort to communicate and gain input into educational decisions and strategies. *(as measured by agendas and notes).*
- ❖ Promote parent participation for parents of all students including students with exceptional needs and unduplicated students. English Learner families will be provided with supports via Mano-o-Mano and the Family Literacy Project *(as measured by schedules, calendars, notes).*
- ❖ Communicate with parents and groups through multiple methods to increase participation and engagement *(as measured by schedules, calendars, notes).*
Budgeted expenditure: \$1,650 (Base), \$2,469 (Base), \$348 (Base) – other services
- ❖ Broad course of study. Students to participate in multiple learning opportunities *(as measured by student schedule, activities, and school records).*
- ❖ Students to receive supports in academics, mental health, attendance, behavior, and safety *(as measured by school anecdotal records).*
- ❖ Positive school climate and morale - implement character education programs and Expectations Expos to reinforce school and campus expectations and resources for support. Students to receive instruction in Digital Citizenship. Students will be recognized for good character and academic achievement.
Budgeted expenditures: \$2,000 (Base) – materials & supplies

SPU Goals and Actions



Goal 3: continued

Action 2, Goals, Outcomes, & Expenditures:

- ❖ Students to receive intervention / enrichment services, including unduplicated and special education students. Students will collaborate with their teacher to create individualized learning goals (*as measured by schedules, calendars, notes, data*).
- ❖ Counseling services, Restorative Practices, and Trauma Informed Care (TIC) may be utilized in lieu of disciplinary action, as appropriate (*as measured by schedules, calendars, notes*).
Budgeted expenditures: \$41,900 (Base), \$6,347 (Title III) – certificated & classified salary & benefits
- ❖ Reporting tools, Anonymous Alerts and We TIP, to be provided to students, staff, and community to report bullying, (including cyber bullying), drugs/alcohol, student mental health concerns, and criminal activity safety (*as measured by school anecdotal records and notes*).

Summary



- ✓ The services in the LCAP demonstrate consistent services for all students including unduplicated students.
- ✓ Supplemental Funds are used primarily for the ELD Coordinator / Instructional Coach and the Reading Specialist / Instructional Coach
- ✓ Parent engagement for English Learner families is provided through DELAC, Mano-o-Mano, and Family Literacy Project
- ✓ After school tutorial provided for EL students
- ✓ Focused Intervention Time (FIT) is provided for all students
- ✓ Mental health services and supports for all students.
- ✓ PLC meetings address access to rigorous CCSS and provide the teachers and students with supports.
- ✓ Broad course of study is provided to K-5 students during rotations (music, library, PE, science). Provided to middle school students during electives.
- ✓ Research has proven additional time with a highly qualified teacher as well as structured research based reading/literacy interventions provide the supports for students to succeed.
- ✓ Additionally, research related to parent involvement and engagement highlights the importance of not only involving parents in their child's education through site-based activities, but also partners that with the importance of empowering parents through parent education programs to become more aware of how to support their child's ongoing growth and development.