

# 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

Santa Clara Elementary

## Contact Name and Title

Kari Skidmore

Principal/Superintendent

## Email and Phone

kskidmore@santaclaraesd.org

8055254573

## 2017-20 Plan Summary

### The Story

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

The Santa Clara Elementary School District is a single school district located in Ventura County midway between the cities of Fillmore and Santa Paula. The school is located in a rural area surrounded by agriculture. Affectionately known as the "Little Red Schoolhouse," Santa Clara is both a historic landmark and a place for up-to-date education. School staff is dedicated to providing the kindergarten through sixth grade students a safe, respectful and accepting atmosphere where every student can learn. We are a K-6 district established in 1896, serving the families of Santa Paula for over 120 years. Santa Clara is a District of Choice with an enrollment of under 60 students in grades K-6th. Student demographics are 42%White and 44% Hispanic.

Dashboard data results are given for all districts, all schools, and all defined student groups with more than 30 students. Due to its small size, Santa Clara must rely on local assessment data.

### LCAP Highlights

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

The Santa Clara Elementary LCAP is designed to meet the needs of all students, including the unduplicated student population. The plan is intended to carry out the mission of the district with actions and services to support the vision. Stakeholder engagement is clearly reflected in the plan with input from student, staff, parent and community groups. Increased student academic achievement is our

primary focus as seen in Goal 1 of the LCAP. CAASPP scores show that SCESD students score well above the state average overall in state assessments. Increasing student engagement is Goal 2 of our LCAP. Goal 3 focuses on increasing parent participation in our small school.

## 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

The district has a very low (0%) suspension rate and has maintained the performance level of blue for all student groups. The performance level for all students in English Language Arts is green, with students scoring high at 25.2 points above level 3. The status in math is also high for all student groups, with students scoring 24.1 points above level 3. The local indicators show that the district has a met rating for all areas, including; basics, implementation of academic standards, parent engagement, and the local climate survey. The Santa Clara Elementary School District administers an annual survey to all parents/guardians online and in paper form. The response from families who participated in the survey was an average rating of 4.89 (on a scale of 1 to 5) that the educational level of Santa Clara was excellent. The results show that the majority of parents feel that the school excels in all academic areas, with an average rating of 4.5. The school received a 4.79 average for overall satisfaction with the school. There were also high ratings for staff, student engagement and activities, parent participation, including the PTO and SSC, and the school climate and safety. This data supports the district's low suspension rate and high academic achievement in ELA and math. The actions and services included in the LCAP directly correlate with the reported results. The support given to students by the Instructional Aides and Intervention Tutor, the purchase of common core aligned textbooks and supplementary materials, engaging students with field trips and activities, and engaging and involving parents have led to high academic achievement and high marks on the overall satisfaction of the school. The district plans to continue services in the future due to the overall success in meeting these goals.

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 district has fewer than 30 students testing in subgroups, thus the data is not available in those areas. Based on the Equity Report, the district received no state or local performance indicator for which overall performance was in the red or orange performance category.

The district did receive a high green performance level with student scoring 25.2 points above level 3 in ELA. This score was a decline of -9.7 points from the previous year. The district received a high performance level in math with students scoring 24.1 points above level 3. This score was a significant decline of -19 points. It is difficult to have reliable data statistically with so few students testing. The district, therefore; depends upon local data to measure progress in meeting LCAP goals.

The district was closed 13 school days December of 2017, due to the Thomas Fire. The loss of instructional days impacted the teachers' planning schedules. Teachers were not able to cover the amount of curriculum that had been planned.

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 the LCFF Evaluation Rubrics, the district received no state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The reading and writing sections of the CELDT continue to be difficult for the 3 Santa Clara EL students. This has prevented those students from reclassification. The new ELA adoption, Houghton Mifflin, includes an ELD component, which allowed the classroom teachers and the intervention teacher with additional resources to support the EL students. We will continue to focus on the ELD component of our ELA CCSS and on the RTI Program for additional support in the areas of reading and writing.

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

The services for low-income students, English Learners, and foster youth will be increased with RTI program with Intervention Teacher, supplemental materials and resources in CCSS ELA and Math, and Professional Development for teachers in CCSS, technology, best instructional practices, ELD and NGSS.

## 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  | \$614,770 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | \$48,415  |

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.

Budget expenditures not included in the LCAP include teachers' salaries, administrative and custodial support staff, day-to-day operation expenditures, speech and language services, and fiscal oversight services provided by the Ventura County Schools Business Services Authority.

**DESCRIPTION**

**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$539,773

# 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

Increase Student Achievement

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

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

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

1. Each year standard met or exceeded will increase percentage by 3%.

2. 85% of students will score proficient or above on district assessments.

### Actual

1. Standardized Tests--60% ELA (decrease of 9%) and 55% Math (decrease of 20%) met or exceeded proficiency on SBAC 2016-17.

2. 80% of students (5% decrease) scored proficient or above on district assessments.

**Expected**

3. Maintain 100% fully credentialed teachers.

4. Maintain FIT score of Good.

5. Maintain 100% access to standards- aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC).

6. 100% of teachers will align at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC).

7. Maintain 100% of student access and enrollment in all required areas of study.

8. 40% of English Learners will be reclassified to Fluent English Proficient.

9. 85% of English Learners will become English Proficient.

10. API (N/A)

**Actual**

3. Maintained 100% fully credentialed teachers.

4. Maintained FIT score of Good.

5. Maintained 100% access to standards- aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC).

6. 100% of teachers aligned at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC).

7. Maintained 100% of student access and enrollment in all required areas of study.

8. 0% of English Learners were reclassified to Fluent English Proficient.

9. 0% of English Learners became English Proficient.

10. API (N/A)

**Expected**

11. Broad course of study met

12. Broad course of study for unduplicated students, exceptional needs met

13. A-G (N/A)

14. EAP Rate (N/A)

15. AP Pass Rate (N/A)

**Actual**

11. Broad course of study met

12. Broad course of study for unduplicated students, exceptional needs met

13. A-G (N/A)

14. EAP Rate (N/A)

15. AP Pass Rate (N/A)

**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**

Purchase Common Core Aligned ELA Textbooks.

Purchased Common Core Aligned ELA Textbooks, Houghton Mifflin Hartcourt Journeys, in grades K-6 in 2017-18 after pilot/adoption.

\$14,407  
Restricted State, Textbooks

\$14,406 - Textbooks; Restricted Lottery

## Action 2

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

Purchase common core aligned supplementary materials to support common core instruction.

Purchased common core aligned supplementary materials to support common core instruction in all 3 classrooms. Purchased subscriptions to Scholastic Weekly Readers in Social Studies and Science and Science Supplies for all grade levels.

\$2,500  
Unrestricted, Textbooks, Materials and Supplies

\$619 - Materials and Supplies; Unrestricted  
\$953 - Textbooks; Unrestricted

## Action 3

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures



Provide professional development commmon core, technology, best instructional practices, ELD and NGSS.

Provided 3 professional development days to 3 teachers. All teachers attended publisher training in CCSS in ELA and Math, EADMS training, CHAMPS training, CAASPP training and Google Classroom. Teacher/Principal participated in L3 trainings and ELPAC training offered by the VCOE .

\$2,400  
Unrestricted, Restricted Federal, Certificated Salaries and Benefits, Travel and Conferences

\$1,100 - Travel and Conferences; Unrestricted Lottery  
\$1,280 - Certificated Salaries and Benefits; Restricted Title II

## Action 4

### Planned Actions/Services

Provide addiitonal intervention/acceleration to students in the following subgroups: Low income, English Learner/Redesignated Fluent English Learner, Foster Youth.

### Actual Actions/Services

Provided addiitonal intervention/acceleration to students in the following subgroups: Low income, English Learner/Redesignated Fluent English Learner, Foster Youth. Intervention Tutor worked with struggling students 4 afternoons a week with lesson planned by classroom teachers. Enrichment Teacher taught Band to students in grades 4th-6th as an acceleration class.

### Budgeted Expenditures

\$37,000  
Unrestricted, Restricted Federal, Classified Salaries and Benefits, Materials and Supplies

### Estimated Actual Expenditures

\$19,319 - Classified Salaries and Benefits; Unrestricted - Supplementary/Concentration  
\$14,991 - Classified Salaries and Benefits Restricted - REAP

## Analysis

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

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

Overall Goal 1 Student Achievement was fully implemented.

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

Our goal was to increase student achievement. We believe that our actions and services were effective overall, as the status of our performance of all students remained high. Students performed 25.2 points above level 3 in English Language Arts and 24.1 points above level 3 in Mathematics. Although there was a decline in points from the previous year, we realize with so few students testing the results will vary slightly from year to year, as students leave Santa Clara and new students enter. Local assessment data supports this with 85% of our students scoring proficient or above on district assessments. We maintained 100% fully credentialed teachers, a FIT score of Good, 100% access to standards-aligned instructional materials with 100% of teachers aligning at least 75% of instruction to CCSS, ELD, and NGSS. We fully implemented the CCSS in ELA and Math. We purchased CCSS aligned supplementary materials and provided professional development in CCSS, ELD and NCSS. We implemented an RTI program for students in the following subgroups; Low income, English learner/Redesignated Fluent English Learner, and Foster Youth. We provided acceleration to students by implementing a school band program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District expended monies as planned.

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.

After analysis of our data, metrics and overall effectiveness of the goal, the District has decided that Goal 1 will remain the same and the same actions

and services will be implemented in 2018-19.

# Goal 2

Increase Student Engagement

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

**State Priorities:** 5, 6

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

1.Attendance rates: Maintain 98%.

2.Suspension/Expulsion/Drop Out rates:Maintain 0%

3.Student survey results: 85% of students surveyed will indicate positive attitudes toward school

4.Chronic absenteeism: Maintain 0%.

### Actual

Attendance rates: Maintained 98%.

2.Suspension/Expulsion/Drop Out rates:Maintained 0%.

3.Student survey results: 85% of students surveyed indicated positive attitudes toward school.

4.Chronic absenteeism: Maintain 0%.

**Expected**

5. Middle School Dropout Rate (N/A)

6. High School Dropout Rate (N/A)

7. High School Graduation Rate (N/A)

**Actual**

5. Middle School Dropout Rate (N/A)

6. High School Dropout Rate (N/A)

7. High School Graduation Rate (N/A)

**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**

Involve students in community service projects.

**Actual Actions/Services**

The 6th Grade Council organized with the support of the SSC/PTO community service projects, including; Ventura County Food Share Food Drive, Jumprope for Heart, raising money for the American Heart Association, and the Band-Aid Project, collecting Band-Aids for the Children's Hospital.

**Budgeted Expenditures**

\$500  
Unrestricted, Materials and Supplies

**Estimated Actual Expenditures**

\$0

**Action 2****Planned Actions/Services**

Involve students in school field trips and assemblies based on Science and Social Science Standards.

**Actual Actions/Services**

Involved students in school field trips and assemblies based on Science and Social Science Standards. Chartered a bus and paid for all students in grades K-6 to Moxi Discovery Center in Santa Barbara. Held a schoolwide science assembly, Science/Chemistry of Ice-Cream in the fall. Held a schoolwide science assembly with Captain Karl, featuring touch tanks with ocean animals in the spring. Classroom field trips included the Pumpkin Patch (K-1), Channel Islands Visitor's Center (2-3) and the Getty Villa (4-6).

**Budgeted Expenditures**

\$2,500  
Unrestricted, Professional Services

**Estimated Actual Expenditures**

\$3,086 - Professional Services;  
Unrestricted -  
Supplementary/Concentration

**Action 3****Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition.

Worked with Ventura County to create a liaison for Foster Youth to ensure immediate enrollment and smooth transition.

\$0

\$0

## Analysis

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

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

Overall Goal 2 Student Engagement was fully implemented.

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

Met all expected measurable outcomes. Planned actions/services led to the maintenance of student attendance, suspension/expulsion, drop out and chronic absenteeism rates. Students in grades K-3 were engaged and involved in 3 community service projects, 3 field trips and 2 schoolwide assemblies. A liaison for Foster Youth was maintained.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District receives significant support from its Parent Teacher Organization. The PTO supports the community service activities and provides additional funding. The District did not expend the monies budgeted for community service projects.

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.

After analysis of our data, metrics and overall effectiveness of the goal, the District has decided that Goal 2 will remain the same and the same actions and services will be implemented in 2018-19.



# Goal 3

Increase Parent Engagement and Participation

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

## Annual Measurable Outcomes

### Expected

1. Maintain or increase at least 81% Parent Participation rates at school sponsored events, as measured by sign in sheets.

2. Maintain or increase at least 53% online survey return, as measured by online survey.

### Actual

1. Increased to 85% Parent Participation rates at school sponsored events, as measured by sign in sheets.

2. Decreased to 50% online survey return, as measured by online survey.

## 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**

Family events scheduled to build school community.

**Actual Actions/Services**

Held 4 Family Events; including Back to School Night 9/28/17, Seussical the Musical (K-6), 4/26/18, Spring Concert (K-6), 5/22/18, and Open House/Art Fair (K-6) 5/24/18.

**Budgeted Expenditures**

\$0

**Estimated Actual Expenditures**

\$0

**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.

Overall Goal 3 Parent Engagment and Participation was fully implemented.

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

High parent attendance rate at 5 school sponsored family events, exceeding expected measurable outcomes. The 2017-18 parent survey had a 50% return with 100% of parents agreeing or strongly agreeing that they are satisfied with the education their child receives as Santa Clara.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District experienced significant participation at its family events. There was no needed budget for the family events.

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.

After analysis of our data, metrics and overall effectiveness of the goal, the District has decided that Goal 3 will remain the same and the same actions and services will be implemented in 2018-19.

---

# 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?

Parent Survey (May 2018)  
Student Council Meetings (1/11/18 and 4/26/18)  
School Site Council Meetings (9/25/17, 11/8/17, 1/11/18, 3/7/18, and 5/9/18)  
Staff Meetings (August 2017-June 2018 ongoing-weekly)  
School Board Meetings (August 2017-June 2018 ongoing-monthly)  
Public Hearing (5/16/18)  
Board Approval (6/20/18)

## Impact on LCAP and Annual Update

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

All district groups were noticed of LCAP and opportunities to provide input both at public meetings and in parent survey. Notices went out to students, parents, staff and administration by multiple means including email, newsletters, postings, SSC meetings, staff meetings, Student Council meetings, and public School Board meetings. Stakeholders reviewed the data collected on the 2017-18 LCAP metrics and provided input through SSC meetings, staff meetings, Student Council meetings, and parent survey. No concerns were noted that necessitated a response by the Superintendent. Due to stakeholder engagement and the analysis of the effectiveness of the 2017-18 LCAP, we have decided as a district to continue with the goals and actions/services through the 2018-19 school year.

---

# 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)

Unchanged

## Goal 1

Increase Student Achievement

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

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

**Local Priorities:**

**Identified Need:**

Needs: Overall improvement of student achievement Metrics:

1. Performance on standardized tests
2. Performance on district tests

3. Percent of English Learners Reclassified to Fluent English Proficient

4. Percent of English Learners that become English Proficient

### Expected Annual Measureable Outcomes

| Metrics/Indicators  | Baseline   | 2017-18  | 2018-19  | 2019-20  |
|---|--|--|--|--|
| <p>1. 69% of students overall districtwide, Met or Exceeded the Standard in ELA/Literacy and 75% of students overall districtwide, Met or Exceeded the Standard in Mathematics. 2015-16 SBAC districtwide results. Each year standard met or exceeded will increase percentage by 3%.</p> | <p>1. Baseline ELA/Literacy SBAC districtwide results for 2014-15 represent 61% meeting or exceeding the standard in ELA/Literacy and 64% meeting or exceeding the standard in Mathematics</p> | <p>1. Each year standard met or exceeded will increase percentage by 3%.</p> | <p>1. Each year standard met or exceeded will increase percentage by 3%.</p> | <p>1. Each year standard met or exceeded will increase percentage by 3%.</p> |

| Metrics/Indicators   | Baseline  | 2017-18  | 2018-19  | 2019-20  |
|--|---|--|--|--|
| 2. 85% of students will score proficient or above on district assessments.   | 2. 80% of students scored proficient or above on district assessments in 2015-16  | 2. 85% of students will score proficient or above on district assessments.   | 2. 85% of students will score proficient or above on district assessments.   | 2. 85% of students will score proficient or above on district assessments.   |
| 3. Maintain 100% fully credentialed teachers   | 3. 100% fully credentialed teachers in 2015-16  | 3. Maintain 100% fully credentialed teachers   | 3. Maintain 100% fully credentialed teachers   | 3. Maintain 100% fully credentialed teachers   |
| 4. Maintain FIT score of Good  | 4. FIT Score of Good in 2015- 16  | 4. Maintain FIT score of Good  | 4. Maintain FIT score of Good  | 4. Maintain FIT score of Good  |
| 5. Maintain 100% access to standards- aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC)) | 5. 100% access to standards- aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC) in 2015-16 | 5. Maintain 100% access to standards- aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC)) | 5. Maintain 100% access to standards- aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC)) | 5. Maintain 100% access to standards- aligned instructional materials (adopted textbook programs or supplemental resources to provide CA State Standards instruction; CCSS, ELD, NGSS, ETC)) |

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

6. 100% of teachers will align at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC)

6. 100% of teachers aligned at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC) in 2015-16

6. 100% of teachers will align at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC)

6. 100% of teachers will align at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC)

6. 100% of teachers will align at least 75% of their instruction to the CA State Standards (CCSS, ELD, NGSS, ETC)

7. Maintain 100% of student access and enrollment in all required areas of study

7. 100% of student access and enrollment in all required areas of study in 2015-16

7. Maintain 100% of student access and enrollment in all required areas of study

7. Maintain 100% of student access and enrollment in all required areas of study

7. Maintain 100% of student access and enrollment in all required areas of study

8. 40% of English Learners will be reclassified to Fluent English Proficient

8. 25% of English Learners were reclassified to Fluent English Proficient in 2015-16

8. 40% of English Learners will be reclassified to Fluent English Proficient

8. 40% of English Learners will be reclassified to Fluent English Proficient

8. 40% of English Learners will be reclassified to Fluent English Proficient

9. 85% of English Learners will become English Proficient

9. 75% of English Learners became English Proficient in 2015-16

9. 85% of English Learners will become English Proficient

9. 85% of English Learners will become English Proficient

9. 85% of English Learners will become English Proficient



| <b>Metrics/Indicators</b>  | <b>Baseline</b>  | <b>2017-18</b>   | <b>2018-19</b>   | <b>2019-20</b>   |
|--|--|--|--|--|
| 10. API (N/A)  | 10.API (N/A)   | 10.API (N/A)   | 10.API (N/A)   | 10.API (N/A)   |
| 11. Broad course of study  | 11. Broad course of study  | 11. Broad course of study  | 11. Broad course of study  | 11. Broad course of study  |
| 12. Broad course of study for unduplicated students, exceptional needs | 12. Broad course of study for unduplicated students, exceptional needs | 12. Broad course of study for unduplicated students, exceptional needs | 12. Broad course of study for unduplicated students, exceptional needs | 12. Broad course of study for unduplicated students, exceptional needs |
| 13. A-G (N/A)  | 13. A-G (N/A)  | 13. A-G (N/A)  | 13. A-G (N/A)  | 13. A-G (N/A)  |
| 14. EAP Rate (N/A)   | 14. EAP Rate (N/A)   | 14. EAP Rate (N/A)   | 14. EAP Rate (N/A)   | 14. EAP Rate (N/A)   |
| 15. AP Pass Rate (N/A)   | 15. AP Pass Rate (N/A)   | 15. AP Pass Rate (N/A)   | 15. AP Pass Rate (N/A)   | 15. AP Pass Rate (N/A)   |
| 16. EL Proficiency/CELDT-ELPAC   | 16. Pending  | 16. Pending  | 16. Establish baseline   | 16. TBD  |

# 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

New

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Purchase Common Core Aligned ELA

Investigate Common Core Aligned NGSS

Investigate Common Core Aligned NGSS

Textbooks

and Social Studies Textbooks

and Social Studies Textbooks

### Budgeted Expenditures

| Year             | 2017-18          | 2018-19 | 2019-20 |
|------------------|------------------|---------|---------|
| Amount           | \$14,407         | \$0     | \$0     |
| Source           | Restricted State | n/a     | n/a     |
| Budget Reference | Textbooks        | n/a     | n/a     |

### Action #2

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Purchase common core aligned supplementary materials to support common core instruction

Purchase common core aligned supplementary materials to support common core instruction

Purchase common core aligned supplementary materials to support common core instruction

## Budgeted Expenditures

| Year             | 2017-18                           | 2018-19                           | 2019-20                           |
|------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Amount           | \$2,500                           | \$2,500                           | \$2,500                           |
| Source           | Unrestricted                      | Unrestricted                      | Unrestricted                      |
| Budget Reference | Textbooks, Materials and Supplies | Textbooks, Materials and Supplies | Textbooks, Materials and Supplies |

## Action #3

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

Provide professional development, common core, technology. best instructional practices, ELD and NGSS

**2018-19 Actions/Services**

Provide professional development, common core, technology. best instructional practices, ELD and NGSS

**2019-20 Actions/Services**

Provide professional development, common core, technology. best instructional practices, ELD and NGSS

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

|                         |  |  |  |
|-------------------------|--|--|--|
| <b>Amount</b>           | \$2,400  | \$2,400  | \$2,400  |
| <b>Source</b>           | Unrestricted, Restricted Federal                           | Unrestricted, Restricted Federal                           | Unrestricted, Restricted Federal                           |
| <b>Budget Reference</b> | Certificated Salaries and Benefits, Travel and Conferences | Certificated Salaries and Benefits, Travel and Conferences | Certificated Salaries and Benefits, Travel and Conferences |

## Action #4

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

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**

Provide additional intervention.acceleration to students in the following subgroups: Low Income, English Learner/Redesignated Fluent English Learner, Foster Youth

**2018-19 Actions/Services**

Provide additional intervention.acceleration to students in the following subgroups: Low Income, English Learner/Redesignated Fluent English Learner, Foster Youth

**2019-20 Actions/Services**

Provide additional intervention.acceleration to students in the following subgroups: Low Income, English Learner/Redesignated Fluent English Learner, Foster Youth

**Budgeted Expenditures**

| <b>Year</b>             | <b>2017-18</b>   | <b>2018-19</b>   | <b>2019-20</b>   |
|-------------------------|--|--|--|
| <b>Amount</b>           | \$37,000   | \$40,515   | \$40,515   |
| <b>Source</b>           | Unrestricted, Restricted Federal                         | Unrestricted,<br>Supplemental/Concentration<br>REAP        | Unrestricted,<br>Supplemental/Concentration<br>REAP        |
| <b>Budget Reference</b> | Classified Salaries and Benefits, Materials and Supplies | Classified Salaries and Benefits<br>Materials and Supplies | Classified Salaries and Benefits<br>Materials and Supplies |

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

Unchanged

## Goal 2

Increase Student Engagement

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

**State Priorities:** 5, 6

**Local Priorities:**

### Identified Need:

Needs: Overall improvement of student engagement and attitude toward learning  
 1.Student survey results: 85% of students surveyed will indicate positive attitudes toward school

### Expected Annual Measureable Outcomes

| Metrics/Indicators               | Baseline                           | 2017-18                          | 2018-19                          | 2019-20        |
|----------------------------------|------------------------------------|----------------------------------|----------------------------------|----------------|
| 1.Attendance rates: Maintain 98% | 1.Attendance rates: 98% in 2015-16 | 1.Attendance rates: Maintain 98% | 1.Attendance rates: Maintain 98% | 1.Attendan 98% |



| <b>Metrics/Indicators</b>   | <b>Baseline</b>                                      | <b>2017-18</b>  | <b>2018-19</b>  | <b>2019-20</b>                              |
|---|--|---|---|---|
| 2.Suspension/Expulsion/Drop Out rates:Maintain 0%   | 2.Suspension/Expulsion/Drop Out rates: 0% in 2015-16 | 2.Suspension/Expulsion/Drop Out rates:Maintain 0%   | 2.Suspension/Expulsion/Drop Out rates:Maintain 0%   | 2.Suspens Out rates:                        |
| 3.Student survey results: 85% of students surveyed will indicate positive attitudes toward school | 3. No Baseline Data                                  | 3.Student survey results: 85% of students surveyed will indicate positive attitudes toward school | 3.Student survey results: 85% of students surveyed will indicate positive attitudes toward school | 3.Student 85% of stu indicate po toward sch |
| 4.Chronic absenteeism: Maintain 0%  | 4.Chronic absenteeism: 0% in 2015-16                 | 4.Chronic absenteeism: Maintain 0%  | 4.Chronic absenteeism: Maintain 0%  | 4.Chronic Maintain 0                        |
| 5. Middle School Dropout Rate (N/A)   | 5. Middle School Dropout Rate (N/A)                  | 5. Middle School Dropout Rate (N/A)   | 5. Middle School Dropout Rate (N/A)   | 5. Middle S Rate (N/A)                      |
| 6. High School Dropout Rate (N/A)   | 6. High School Dropout Rate (N/A)                    | 6. High School Dropout Rate (N/A)   | 6. High School Dropout Rate (N/A)   | 6. High Sc (N/A)                            |
| 7. High School Graduation Rate (N/A)  | 7. High School Graduation Rate (N/A)                 | 7. High School Graduation Rate (N/A)  | 7. High School Graduation Rate (N/A)  | 7. High Sc Rate (N/A)                       |

## 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

Schoolwide

All Schools

## Actions/Services

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Involve students in community service projects

Involve students in community service projects

Involve students in community service projects

## Budgeted Expenditures

| Year                    | 2017-18                | 2018-19                                     | 2019-20                                     |
|-------------------------|------------------------|---|---|
| <b>Amount</b>           | \$500                  | \$500                                       | \$500                                       |
| <b>Source</b>           | Unrestricted           | Unrestricted,<br>Supplemental/Concentration | Unrestricted,<br>Supplemental/Concentration |
| <b>Budget Reference</b> | Materials and Supplies | Materials and Supplies                      | Materials and Supplies                      |

## 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:

Schoolwide

### Location(s)

All Schools

## Actions/Services

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Involve students in school field trips and assemblies based on Science and Social Science Standards

Involve students in school field trips and assemblies based on Science and Social Science Standards

Involve students in school field trips and assemblies based on Science and Social Science Standards

**Budgeted Expenditures**

| <b>Year</b>             | <b>2017-18</b>        | <b>2018-19</b>                              | <b>2019-20</b>                              |
|-------------------------|-----------------------|---|---|
| <b>Amount</b>           | \$2,500               | \$2,500                                     | \$2,500                                     |
| <b>Source</b>           | Unrestricted          | Unrestricted,<br>Supplemental/Concentration | Unrestricted,<br>Supplemental/Concentration |
| <b>Budget Reference</b> | Professional Services | Professional Services                       | Professional Services                       |

**Action #3**

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**

Foster Youth

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition

**2018-19 Actions/Services**

Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition

**2019-20 Actions/Services**

Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

|                         |     |     |     |
|-------------------------|-----|-----|-----|
| <b>Amount</b>           | \$0 | \$0 | \$0 |
| <b>Source</b>           | N/A | N/A | N/A |
| <b>Budget Reference</b> | N/A | N/A | N/A |

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

# Goal 3

Increase Parent Engagement and Participation

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

**State Priorities:** 3

**Local Priorities:**

## Identified Need:

Needs overall improvement of parent engagement and participation

1. Parent participation rates at school sponsored events
2. Parent participation rates in parent survey

## Expected Annual Measureable Outcomes

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

|  |  |  |  |  |
|--|--|--|--|--|
| 1.Parent participation in school sponsored events, as measured by sign in sheets | 1. 81% parent participation in school sponsored events, established baseline measured by the 2016-17 results | 1.Maintain or increase at least 81% Parent Participation rates at school sponsored events, as measured by sign in sheets | 1.Maintain or increase at least 81% Parent Participation rates at school sponsored events, as measured by sign in sheets | 1.Maintain or increase at least 81% Parent Participation rates at school sponsored events, as measured by sign in sheets |
| 2. Online survey to obtain input from parents/guardians                          | 2. 53% online survey return, established baseline measured by the 2016-17 results                            | 2. Maintain or increase at least 53% online survey return, as measured by online survey results                          | 2. Maintain or increase at least 53% online survey return, as measured by online survey results                          | 2. Maintain or increase at least 53% online survey return, as measured by online survey results                          |

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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



**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Family events scheduled to build school community

Family events scheduled to build school community

Family events scheduled to build school community

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$0

\$0

\$0

**Source**

N/A

N/A

N/A

**Budget Reference**

N/A

N/A

N/A

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$13,166

Percentage to Increase or Improve Services

2.74%

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.

Santa Clara has 15.38% unduplicated pupils in the LCFF subgroups. In the school year 2017-18, the Supplemental/Concentration funding was about \$13,166. the funds expended from the Supplemental/Concentration funding sources align with the goals of the LCAP. Actual costs to support Goals 1 and 2 for unduplicated students exceed additional funding for these student subgroups. Funds are to assist in the purchase of intervention/acceleration materials (Mattos 2008) and services and to pay for services to promote student and parent engagement (Bradshaw 2009). The school will provide asscess to parents after school hours to use technology. Instructional aides will be used to provide services to unduplicated students.

Funds are principally directed in Goal 1-Action 4, and Goal 2-Action 3 to students in the subgroups they help to increase academic achievement by increasing their time and access to intervention/acceleration materials and services and their parents' access to technology. By improving student and parent engagement in the school community, students and parents will increase their understanding of what proficient student acheivement is and how to obtain proficiency. Services for students within the subgroups will be increased or improve by about 2.74%, compared to all students. The

expenditures for the subgroups meet or exceed the 2.74% threshold.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$15,623

Percentage to Increase or Improve Services

2.98%

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.

Santa Clara has 17.34% unduplicated pupils in the LCFF subgroups. In the school year 2018-19, the Supplemental/Concentration funding was about \$15,623. the funds expended from the Supplemental/Concentration funding sources align with the goals of the LCAP. Actual costs to support Goals 1 and 2 for unduplicated students exceed additional funding for these student subgroups. Funds are to assist in the purchase of intervention/acceleration materials (Mattos 2008) and services and to pay for services to promote student and parent engagement (Bradshaw 2009). The school will provide access to parents after school hours to use technology. Instructional aides will be used to provide services to unduplicated students.

Funds are principally directed in Goal 1-Action 4, and Goal 2-Action 3 to students in the subgroups they help to increase academic achievement by increasing their time and access to intervention/acceleration materials and services and their parent access to technology. By improving student and parent engagement in the school community, students and parents will increase their understanding of what proficient student achievement is and how to obtain proficiency. Services for students within the subgroups will be increased or improve by about 2.98%, compared to all students. The expenditures for the subgroups meet or exceed the 2.98% threshold.