

# San Pasqual Valley Unified School District

## 2017-2018 LCAP OVERVIEW

### Local Control Funding Formula (LCFF)



#### 8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

### Local Control Accountability Plan (LCAP)

#### 2017-18 Total LCFF Funding



### OVERVIEW



Communities Served: Winterhaven, Bard, and the Ft. Yuma Indian Reservation



712 Students



5 Schools



125 Full- and Part-time Staff

#### Student Ethnicity

African American	0.8%
American Indian	46.8%
Asian	0.0%
Filipino	0.0%
Hispanic/Latino	44.9%
White	2.3%
Multiracial	5.2%

#### Student Groups

28%	94.6%	0.28%
English Learners	Low Income	Foster Youth

**Unduplicated Students:** students who are English learners, low income, and/or foster youth

### 2017-18 LCAP AT-A-GLANCE



6 LCAP Goals



54 LCAP Actions & Services



LCAP Measures



\$2,144,882 LCAP Budget

#### LCAP Goals

- 1 By the year 2020, the percentage of students who are chronically absent, missing partial days, tardy more than 30 minutes, and students who miss before or after a weekend and/or holiday will be decreased by 15%. The average number of students absent per day will decrease by 30 and the total number of days missed by chronically absent students will decrease by 300 as measured by reports from Synergy and daily absence logs. The average ADA for the District will increase by 15% to 694. (State Priorities 3 – Parent Involvement and 5 Pupil Engagement)
- 2 By the year 2019-2020 San Pasqual Valley Unified School District will create a positive, safe, nurturing environment as evidenced by reduced number of referrals related to school violence, bullying, harassment, and drug use, distribution, and possession thereby decreasing suspension and expulsions and increasing student attendance and reporting of incidents. (State Priorities 6 – School Climate and 3 – Parent Involvement). SPVUSD will provide a narrative summary of progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs in regards to School Climate. This narrative will be based on a locally created survey. SPVUSD will also provide a narrative summary of the findings of the California Healthy Kids Survey.
- 3 By 2019-2020 the ALL STUDENT group of the San Pasqual Valley Unified School District will progress one color band per year on the California School Dashboard by increasing the average district scale score and decreasing the District distance from 3. This will be evidenced on the Dashboard for Academics – English Language Arts

**NEW 2017-18 BUDGET ONE PAGERS**



One page summaries are included this year in Appendix C of the LCAP packet.

These summaries show all the funding that supports LCAP Goals including: 1) LCFF Base (for all students), 2) LCFF Supplementary/Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).

and Math, and English Learning Progress. Our number of English Learners making one year's progress will increase by 3% per year and our RFEP rate will increase at an equal rate. The Students with Disabilities subgroup will progress one color band per year. All students will be instructed by credentialed, highly qualified teachers utilizing standards aligned textbooks. A narrative based on locally created tool to measure implementation of California State Standards will be conducted and analyzed.. (State Priorities 4 – Pupil Achievement, 8 – Other Outcomes, 2 - Implementation of State Standards, 1 – Basic Conditions, and 7 – Course Access)

- 4 San Pasqual Valley Unified School District will graduate students who are college and career ready, meet the A-G requirements, and meet at least 1 other College and Career Readiness Indicator. San Pasqual Valley Unified School District will maintain promoting 8th grade students by preparing students for what to expect in high school and providing a challenging and rigorous curriculum.
- 5 San Pasqual Valley Unified School District will increase parent involvement where parent input is needed in the decision making process as measured by a locally created parent survey. In order to achieve maximum responses to the survey, they will be distributed at parent conferences, IEPs, DELAC/MPAC (District English Language Advisory Committee/Migrant Parent Advisory Committee), DIPAC (District Indian Parent Advisory Committee) and in all registration packets.
- 6 Maintain the Elementary FIT(Facilities Inspection Tool) Rating of Good and raise the Middle School Rating for Fair to Good.

**Funding for LCAP Goals**

**Goal 1 is supported by \$752,563.00 in total funding**

**Goal 2 is supported by \$803,826.00 in total funding**

**Goal 3 is supported by \$373,890.00 in total funding**

**Goal 4 is supported by \$118,889.00 in total funding**

**Goal 5 is supported by \$15,200.00 in total funding**

**Goal 6 is supported by \$78,514.00 in total funding**

**Supplementary & Concentration Funding by LCAP Goal**

**What is in San Pasqual Valley Unified School District’s LCAP?**

Stakeholder input shows the need to focus on attendance, discipline, and academics. All goals will support growth in these three areas. Included in each goal, except Goal 6, is parent training and expectations for engagement. A focus on the needs of students is evident in the adoption of a standards aligned textbook in ELA and Project Based Learning.

**MAJOR CHANGES FOR 2017-2018 LCAP**

The focus remains on attendance and academic achievement. Major changes include the addition of a ES/MS Counselor, Groundskeeper/Custodian, the implementation of Project Based Learning, and the adoption of English Language Arts textbooks. Also included is money allocated for attendance incentives at each site, professional development, and a strong student support system that addresses the whole child.

**LCAP Goal 1:**

**By the year 2020, the percentage of students who are chronically absent, missing partial days, tardy more than 30 minutes, and students who miss before or after a weekend and/or holiday will be decreased by 15%. The average number of students absent per day will decrease by 30 and the total number of days**

missed by chronically absent students will decrease by 300 as measured by reports from Synergy and daily absence logs. The average ADA for the District will increase by 15% to 694.  
 (State Priorities 3 – Parent Involvement and 5 Pupil Engagement)



Goal 1 Budget = \$752,563.00

Related State Priorities:

Student Engagement

1.1 Award Attendance Incentive Mini-grants to sites at the rate of \$1500 per site. Sites will be required to submit a plan to improve attendance including activities for students and a budget. Sites will also hold a parent meeting to reveal their attendance plan to parents.

All Schools

1.2 A team of paraprofessionals and support staff will continue to be provided to assist sites with truancy and chronic absenteeism. This team will make phone calls, conduct home visits, meet with students, hold SST meetings, hold SART meetings and provide resources to both students and families.

All Schools

1.3 Quarterly parent trainings will be held to discuss the importance of attendance and the effects poor attendance has on success in school and beyond. Parents involved in the SARB process and parents of students who were chronically absent and or truant will be the primary focus; however, all community members will be invited.

All Schools

1.4 The high school will adopt graduation ceremony criteria that includes and attendance requirement This will begin with a 90% attendance requirement for the class of 2018, 2019, and 2020 for the their respective Senior years. Students who are Foster and Homeless youth will be handled on a case by case basis to ensure there are not penalties for attendance issues that were beyond their control.

Specific Schools: High School and Bill Manes

1.5 Students who are tardy and or absent will make up seat time missed after school and during Saturday School. The focus will be students who absences and tardies are unexcused and will assist students in meeting promotion and graduation criteria.

Specific Schools: Middle and High School

1.6 A parent academy will be implemented that will assist families in understanding how to communicate with teachers, how are school operates, important people to contact, and general information about our District. This parent academy will begin with a summer meeting prior to the start of school and will continue monthly throughout the year focusing on different topics. Families of students who are chronically absent and/or tardy will be targeted for attendance. This parent academy will include positive home visits to students by District/Site personnel.

All Schools

**LCAP Goal 2:**

By the year 2019-2020 San Pasqual Valley Unified School District will create a positive, safe, nurturing environment as evidenced by reduced number of referrals related to school violence, bullying, harassment, and drug use, distribution, and possession thereby decreasing suspension and expulsions and increasing student attendance and reporting of incidents. (State Priorities 6 – School Climate and 3 – Parent Involvement). SPVUSD will provide a narrative summary of progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs in regards to School Climate. This narrative will be based on a locally created survey. SPVUSD will also provide a narrative summary of the findings of the California Healthy Kids Survey.



Goal 2 Budget = \$803,826.00

Related State Priorities:

Parent Involvement

School Climate

2.1 Elementary/MS Counselor to address the social emotional needs of the students, provide counseling, and work with students on College and Career Readiness.

Specific Schools: Elementary and Middle School

2.2 PeaceBuilders will be fully implemented at all sites. The High School can implement the Teen Pack that goes with PeaceBuilders.	<input checked="" type="checkbox"/> All Schools
2.3 Training will take place in the Why Try? resilience curriculum to supplement the PeaceBuilders program and to address specific needs of adolescents and teens. Priority will be given to students who are Foster Youth, Homeless Youth, or students who are at risk of school failure.	Specific Schools: Middle School and High School
2.4 The SST Online System will be utilized to document students who are at-risk of school behavior due to disciplinary reasons. Students who are Foster Youth or Homeless Youth will be given an SST upon entry into the sites and will not wait for a teacher referral.	<input checked="" type="checkbox"/> All Schools
2.5 District Leadership Teams will investigate and analyze data regarding the use of In-School Restriction/In-School Suspension. Discussion will center around alternative solutions and support for Special Education Students. Discussion will also be held regarding Responsible Student Center and it's use for students needing time away from the classroom as a behavior support and intervention. Responsible Student Center will be coordinated by a certificated employee and supported by a paraprofessional.	<input checked="" type="checkbox"/> All Schools
2.6 Student and parent workshops will be conducted to help parents understand the School's Discipline Policy, Education Code regarding Suspensions and Expulsion, why students get suspended and expelled, and how to prevent it. A portion of the these workshops will address teen suicide and the red flags associated with teen suicide. These meetings will be held at least at the beginning of each semester.	<input checked="" type="checkbox"/> All Schools
2.7 A support team of Outreach Consultants, Counselors, Psychologist, Behavior Intervention Specialists, and the CHAT program will work with small groups of students and/or individuals to provide counseling and support, behavioral interventions and lessons. These members will also be part of a team that collaborates with COST, SST Teams, IEP Teams, CARE Teams, etc. Special attention will be paid to the needs of Foster Youth, giving them priority in services.	<input checked="" type="checkbox"/> All Schools
2.8 Campus Security will work the the School Resource Office to supervise students, prevent problems from occurring, and intervening as early as possible.	<input checked="" type="checkbox"/> All Schools
2.9 Quarterly meetings will be scheduled with the SRO, Sheriff's Department, QPD and campus security to discuss issues facing our students. We will also discuss the needs of the District.	<input checked="" type="checkbox"/> All Schools
2.10 Culturally Sensitive Activities will be planned that reflect the cultural traditions and customs of all students.	<input checked="" type="checkbox"/> All Schools

### LCAP Goal 3:

By 2019-2020 the ALL STUDENT group of the San Pasqual Valley Unified School District will progress one color band per year on the California School Dashboard by increasing the average district scale score and decreasing the District distance from 3. This will be evidenced on the Dashboard for Academics – English Language Arts and Math, and English Learning Progress. Our number of English Learners making one year's progress will increase by 3% per year and our RFEP rate will increase at an equal rate. The Students with Disabilities subgroup will progress one color band per year. All students will be instructed by credentialed, highly qualified teachers utilizing standards aligned textbooks. A narrative based on locally created tool to measure implementation of California State State Standards will be conducted and analyzed.. (State Priorities 4 – Pupil Achievement, 8 – Other Outcomes, 2 - Implementation of State Standards, 1 – Basic Conditions, and 7 – Course Access)



Goal 3 Budget = \$373,890.00

Related State Priorities:

- Basic Services
- Academic Standards
- Student Achievement
- Course Access

**Other Outcomes**

3.1 SPVUSD will adopt Houghton Mifflin Harcourt Journeys (K-5) and Collections (6-8.) These State Board of Education Program 2 Approved textbooks are standards aligned and address the needs of all students including English Learners and Special Education Students. All staff will receive professional development in the area of implementation of all components.

Specific Schools: Elementary and Middle School

3.2 High School English Language Arts teachers will receive training on the Pearson Language Arts Curriculum. A new English Language Development curriculum will be investigated that meets the requirements of the California Framework and parallels instruction in English Language Arts.

Specific Schools: High School

3.3 The Middle School Staff and selected teams from the Elementary and High School will implement Project Based Learning. Training will take place during the month of August and planning and collaboration time will be provided during the school year with support from experts.

All Schools

3.4 i-Ready will be utilized to close the gaps in achievement and enrich those students who are performing at or above standard. Training will be provided to new staff and follow-up training will be provided for returning staff. Assessments and data will be utilized to plan intervention for students. i-Ready will be utilized during the instructional day and after school.

Specific Schools: Elementary and Middle School

3.5 Sites will begin the process of collaborative observations/lesson study. Training will be provided by Imperial County Office of Education once a site pilot is determined.

All Schools

3.6 Administration will conduct Principal Calibration Walkthroughs to identify needs of the District in regards to materials and staff development. We will also look for consistency in implementation of curriculum and instruction.

All Schools

3.7 All SPVUSD staff will receive training in productive group work and formative assessments to assist with the implementation of Project Based Learning on January 9, 2018.

All Schools

3.8 Staff will receive training and support in the new CA ELD Standards. Observations will be conducted during the designated ELD time by both administration and the TOSA for ELL/Migrant.

3.9 An Educational Technology Committee will be formed to review the use of technology as a learning tool. A technology plan will be adopted with the life cycles of equipment, staff professional development, and student training as a focus of the plan. The Director of IT will be the lead on the committee, each site will have 2 representatives, and 2 classified employees will serve as representatives. This committee will meet at least once per quarter.

All Schools

3.10 The middle school master schedule will be revised to ensure that students who require designated English Language Development and Students with Disabilities also receive an opportunity to take an elective course.

3.11 Master Schedules will reflect scheduled intervention blocks/periods for students who are at risk of not meeting standards. Data will be reviewed and instruction will be modified based on data.

All Schools

3.12 STEM projects will occur within and apart from the Project Based Learning approach. These STEM projects will occur in STEM classes, ASES, and in math/science classes at the High School Level.

All Schools

3.13 A locally created tool to measure implementation of California State Standards will be conducted and analyzed and a narrative will be written outlining the findings.

All Schools


3.14 All Master Schedules will reflect Designated English Language Development time organized by grade level using newly adopted curriculum that meets the requirements of the California ELA/ELD Framework.

3.15 After school tutoring will be offered to students who are identified as English

All Schools

Language Learners and students enrolled in ASES. Additional after-school tutoring will be offered based on the needs of the students at each site.	
3.16 ELL/Migrant TOSA will work with staff to identify students at risk of not meeting standards and will document interventions to meet that need (SST)	
3.17 Rosetta Stone will be utilized for students who are CELDT 1 and/or newcomers to improve oral language proficiency.	
3.18 The ELL/Migrant TOSA will lead a team of teachers and classified staff who meet quarterly to develop an English Learner Plan that includes a District Wide Monitoring System. (1 teacher per site and 1 classified member)	
3.19 Summer school will be offered for students at risk of retention, EL/Migrant students, Special Education students, and students requiring credit recovery. Priority will be given to Foster and Homeless youth.	<input checked="" type="checkbox"/> All Schools
3.20 Investigate MESA as an after-school club and a course during the regular day.	Specific Schools: Middle and High School

**LCAP Goal 4:**  
**San Pasqual Valley Unified School District will graduate students who are college and career ready, meet the A-G requirements, and meet at least 1 other College and Career Readiness Indicator. San Pasqual Valley Unified School District will maintain promoting 8th grade students by preparing students for what to expect in high school and providing a challenging and rigorous curriculum.**

 **Goal 4 Budget = \$118,889.00**


**Related State Priorities:**

- Parent Involvement
- Student Achievement
- Student Engagement
- Course Access
- Other Outcomes

4.1 Guidance counselor will work with Freshman at risk of failure due to grades or other circumstances, Foster Youth, and Homeless Youth. She will meet with them at least once per quarter to assess their progress and their need for intervention and resources. All other students will meet with the guidance counselor at least once per semester.	Specific Schools: High School
4.2 Exit surveys will be conducted on parents who are withdrawing their students in the 8th grade to attend school in Yuma or elsewhere. The same survey will be conducted for parents withdrawing their students between 9th and 10th grade. The purpose will be to identify reasons why students are not staying at San Pasqual to graduate.	Specific Schools: High School and Middle School
4.3 Intervention will be provided after school by certificated teachers not only for credit recovery, but for support with standards mastery.	Specific Schools: High School
4.4 Accurate records of students transferring to Bill Manes Continuation High School will be kept in order to assist students in transition back to the high school prior to graduation. A quarterly meeting will be held between the Bill Manes Staff, Guidance Counselor, and Administration to determine the progress of students at Bill Manes and create a plan of re entry.	Specific Schools: High School and Bill Manes Continuation
4.5 Beginning in Grade 6, students will create a 7 year plan for high school graduation and College and Career Readiness. This plan will be guided by the MS/HS Counselors and will be revisited yearly at the beginning of each semester. Parent training will be held to inform parents of high school graduation requirements as early as 6th grade. Focus will be on the impact of MS on HS graduation.	Specific Schools: Middle School
4.6 The Master Schedule will reflect classes needed for meeting the College and Career Readiness Indicators. It will reflect courses that meet the A-G requirements. AP classes will be offered in the area of US History and Art. A Career Technical Education Agriculture pathway will be offered.	Specific Schools: High School

4.7 Students will be offered the opportunity to take the PSAT10, PSAT11, and the SAT. Prep classes, fee waivers, and transportation will be offered to remove any barriers students may encounter.	Specific Schools: High School
4.8 College and Career Activities will be held throughout the school year. The ES/MS Counselor and MS/HS Guidance Counselor in partnership with the Grant Program Manager will create a list of events that will occur District Wide. These events will include career days, Higher Ed Week, College Week, etc. These activities will span TK-12.	<input checked="" type="checkbox"/> All Schools
4.9 Ongoing support and reinforcement will be provided for students who are on-track for graduation and meeting A-G requirements. Students will be provided information regarding colleges and careers, provided interest inventories to determine future college/career plans, and will meet with the guidance counselor at least once per semester.	Specific Schools: High School

**LCAP Goal 5:**  
**San Pasqual Valley Unified School District will increase parent involvement where parent input is needed in the decision making process as measured by a locally created parent survey. In order to achieve maximum responses to the survey, they will be distributed at parent conferences, IEPs, DELAC/MPAC (District English Language Advisory Committee/Migrant Parent Advisory Committee), DIPAC (District Indian Parent Advisory Committee) and in all registration packets.**

 **Goal 5 Budget = \$15,200.00** **Related State Priorities:**  
 **Parent Involvement**

5.1 A pre and post survey will be administered to parents. The survey will contain questions regarding opportunities to participate in the decision making process. A narrative will be written based on the survey.	<input checked="" type="checkbox"/> All Schools
5.2 Investigate the use of the Parent Portal included with Synergy to communicate grades, attendance, and notices to parents.	<input checked="" type="checkbox"/> All Schools
5.3 An orientation packet for all parents will be created that includes important information for new parents to the site and/or District. A training will be held prior to the Ice Cream social for any parent that wants to attend, but focus will be on parents of students who are new.	<input checked="" type="checkbox"/> All Schools
5.4 Parent Advisory meetings will be held at varied times throughout the month to allow for parents with different schedules to attend. Some meetings may meet twice in the same day. (e.g. DIPAC) Also meetings will be held in different venues within the community when appropriate.	<input checked="" type="checkbox"/> All Schools
5.5 A District-wide calendar of events/meetings will be created and distributed monthly to parents. This calendar will include all events and meetings for the site and the District. It will be color coordinated by site. This calendar will be posted on social media and the District's website.	<input checked="" type="checkbox"/> All Schools

**LCAP Goal 6:**  
**Maintain the Elementary FIT(Facilities Inspection Tool) Rating of Good and raise the Middle School Rating for Fair to Good.**

 **Goal 6 Budget = \$78,514.00** **Related State Priorities:**  
 **Basic Services**

6.1 Hire 1 FTE grounds/custodian to service the District Office, Family Resource Center, Bill Manes/Adult Ed, CDS, maintain the weeds and gopher hole issues.	<input checked="" type="checkbox"/> All Schools
6.2 Modify custodian schedules and assignments to ensure that classrooms and restrooms are cleaned on a regular basis and that issues related to the fit are taken care of in a time manner.	<input checked="" type="checkbox"/> All Schools
6.3 Maintain campus interior, exterior, cleanliness, electrical, restroom/fountains, safety, and structure's. The focus will be on items found as deficiencies on the FIT.	<input checked="" type="checkbox"/> All Schools

6.4 Repair water system to ensure that water service is not interrupted during the school year and that water pressure remains steady.

All Schools

Specific Schools: Elementary

## LCAP MEASURES



**We want to maintain:**

Middle School Dropout Rate  
Focus on student attendance and achievement for all students  
CTE Track at the High School Level  
AP Classes  
Elective Classes for All Students



**We want to increase:**

Student Achievement  
Attendance Rate  
High School Graduation Rate  
Number of students completing A-G requirements  
Rating on FIT  
Parent Engagement and Participation



**We want to decrease:**

Discipline Referrals  
Student Suspension and Expulsion Rate  
Chronic Absenteeism Rate  
High School Dropout Rate

## STAKEHOLDER ENGAGEMENT

### District LCAP (DLCAP) Parent Committee

District Indian Parent Advisory Committee  
Migrant Parent Advisory Committee  
District English Learner Advisory Committee  
Parent Advisory Committee  
School Site Councils



### View measures & most up-to-date data on our LCAP Dashboard:

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.

<p><b>K</b> A-G- A-G Course Requirements for College Entrance</p> <p><b>E</b> AP- Advanced Placement</p> <p><b>Y</b> API- Academic Performance Index</p> <p><b>A</b> BEST- Building Effective Schools Together</p> <p><b>C</b> CAASPP- California Assessment of Student Performance and Progress</p> <p><b>R</b> CBO- Community Based Organization</p> <p><b>O</b> CCSS – Common Core State Standards</p> <p><b>N</b> CDE- California Department of Education</p> <p><b>Y</b> CELDT - CA English Language Development Test</p> <p><b>M</b> CHKS - CA Healthy Kids Survey</p> <p><b>S</b> CSO- Campus Safety Officer</p> <p>CSU- California State University</p> <p>CTE- Career Technical Education</p>	<p>DDI - Data Driven Instruction</p> <p>EAP- Early Assessment Program</p> <p>ELA - English Language Arts</p> <p>EL or ELL - English Language Learner</p> <p>FTE- Full-Time Equivalent</p> <p>FY - Foster Youth</p> <p>IEP- Individualized Education Program</p> <p>K- Kindergarten</p> <p>LCAP- Local Control Accountability Plan</p> <p>LCFF - Local Control Funding Formula</p> <p>LEP- Limited English Proficient</p> <p>LI - Low Income</p> <p>NGSS- Next Generation Science Standards</p> <p>PO- Professional Development</p> <p>PFT - Physical Fitness Test</p>	<p>PI - Program Improvement</p> <p>PSAT - Preliminary Scholastic Assessment Test</p> <p>PTA - Parent Teacher Association</p> <p>S3 - Safe, Supportive Schools Program</p> <p>S&amp;C - Supplementary &amp; Concentration Funds</p> <p>SARC - School Accountability Report Card</p> <p>SAT - Scholastic Assessment Test</p> <p>SBAC - Smarter Balanced Assessment Consortium</p> <p>SRO - School Resource Officer</p> <p>SST- Student Study Team</p> <p>STEM – Science, Technology, Engineering, Math</p> <p>TK -Transitional Kindergarten</p> <p>UC - University of California</p>
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