

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

Cardiff Elementary

Contact Name and Title

Jill Vinson

Superintendent

Email and Phone

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760-632-5890

2017-20 Plan Summary

The Story

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

Established in 1913, the Cardiff School District is a small school experience by the sea. Our district consists of two award-winning schools; Cardiff School serves 336 students in grades K-3 and Ada Harris School serves 368 students in grades 3-6. The district demographics include 13% socioeconomically disadvantaged students and 8% English Learners. Cardiff Schools provide a great education in a high-performance district. We are proud to be part of a community with high expectations for education and achievement. We enjoy a supportive and engaged community and active parent involvement. Our schools provide a positive foundation for a lifetime of learning and friendships. At Cardiff Schools, students discover, find their passion, and develop a love of learning.

LCAP Highlights

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

The Cardiff School District will continue our focus on engaged student learning. We believe that each student should be challenged and has the ability to be successful. We will offer opportunities for enrichment and student choice (Goal 1, Action 1e), as well as a comprehensive system of interventions (Goal 1, Action 2a). We also will encourage parent engagement in the learning process (Goal 3, Action 3b)

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 Cardiff School District is proud of our achievement in the area of ELA, with overall scores moving from the green to the blue level on the Dashboard. We have provided teachers with in-depth professional development in critical literacy and responses to literature over the last three years and believe this investment has proven to be successful (Annual Update Goal 1, Action 1c).

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

Our greatest need is in the area of English Learners. English Learners performed in the orange level in both ELA and Math on the Dashboard. We will focus on improving the delivery of our EL intervention services (LCAP Goal 1, Action 2a).

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

English Learners and SED students scored 3 levels below All Students in both English Language Arts and Math. The district plans on assessing these subgroups in both Math and English Language Arts three times a year using DIBELS. Students performing below benchmark will be provided small group instruction through our Learning Labs (LCAP Goal 1, Action 2a).

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

n/a

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	\$9,313,167
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$903,178
<p>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.</p>	
<p>Special Education Expenses, Maintenance and Operation Expenses, Administrative and Personnel Costs</p>	

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$8,676,141

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

Ensure excellence in student learning for all students in all subject areas through high quality instruction and technology integration

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

1A. All students will score 71% in ELA and 72% in Math. EL's will score 22% in ELA and 22% in Math
 1B. Maintain 100% fully credentialed teachers in appropriate assignments, all students have access to Common Core aligned instructional materials. Maintain Ada Harris "Good" or better on the FIT
 1C. From baseline of 17%, increase percent of EL's reclassified by 2%
 1D. Maintain Common Core State Standards being implemented for 100% of students and ELD for English Learners, in all classrooms
 1E. Increase baseline of 60% of students that scored on the HFZ in 6 out of 6 areas by 2% and establish baseline for participation in NGSS aligned instruction.
 1F. Increase baseline of 60% of EL's increasing by one level or more on the CELDT by 2%

1A. All students scored 72.4% in ELA and 72.6% in Math. EL's scored 44% in ELA and 8% in Math
 1B. Maintained 100% fully credentialed teachers in appropriate assignments, all students had access to Common Core aligned instructional materials. Maintained Ada Harris "Good" or better on the FIT
 1C. From baseline of 17%, 7.7% percent of EL's were reclassified
 1D. Maintained Common Core State Standards being implemented for 100% of students and ELD for English Learners, in all classrooms
 1E. From baseline of 60%, percent of students that scored on the HFZ in 6 out of 6 decreased to 58.4%. Baseline for participation in NGSS aligned instruction was established at 100%.
 1F. The CELDT was not administered this year. The district will use local measures until ELPAC results are received.

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

Base Program
 a. Appropriately credentialed and assigned Certificated and Classified staff providing instruction and support to all students, including ELs.

Actual Actions/Services

Base Program
 a. Appropriately credentialed and assigned Certificated and Classified staff provided instruction and support to all students, including ELs.

Budgeted Expenditures

a, b, c - \$71,350
 d, e - \$65,443

Estimated Actual Expenditures

a, b, c - \$43,200
 d, e - \$58,974

Planned Actions/Services

- b. Provide standards aligned materials to all students
- c. Professional Development and teacher support in California Standards, Critical Literacy and Math, and technology integration
- d. Provide 1:1 new model iPads for all students grades 4-6 and replace iPad 2 with iPad 4 for all students grades K-3
- e. Engage students in relevant, personalized learning experiences that require critical thinking, communication, collaboration, creativity, and promote a passion for learning through the implementation of STEAM projects in every classroom

Actual Actions/Services

- b. Standards aligned materials were provided to all students
- c. Professional Development and teacher support were delivered in Critical Literacy and Math, and technology integration
- d. Provided 1:1 new model iPads for all students grades 4-6 and replaced iPad 2 with iPad 4 for all students grades K-3
- e. STEAM projects were implemented in 100% of classrooms

Budgeted Expenditures

Estimated Actual Expenditures

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Supplemental
a. Provide additional small group instruction in Common Core Standards in a Learning Lab setting to students not meeting benchmark on DIBELS Math and ELA

Supplemental
a. Additional small group instruction in Common Core Standards were provided in a Learning Lab setting to students not meeting benchmark on DIBELS ELA

\$349,922

\$409,220

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.

Professional Development in Critical Literacy was provided to all teachers and all students not meeting benchmark on DIBELS ELA were provided additional small group support. DIBELS Math was not administered to all students 3-6. Small group instruction in Math for students not meeting benchmark was not fully implemented.

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

Scores in ELA for All Students increased 8.7 points and moved from green to blue on the Dashboard. Scores in Math for All Students increased 8.1 points, but our Status and Change for EL's in Math was Low and Declined Significantly.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The final lease payment for iPads was less than anticipated. The district reduced the amount of Professional Development days for Critical Literacy. District employees received a raise and Health and Welfare benefit costs increased.

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.

All students K-6 will be administered the DIBELS Math three times annually and all students not meeting benchmark will be provided intervention, with a focus on Math vocabulary for EL's. (Goal 1, Action 2)

Goal 2

Support the social, emotional and physical well-being of students.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

2A. From baseline Suspension rate of .3% and expulsion rate of 0, decrease total rate

2B. From baseline of 80% of students feeling emotionally safe and 91% feeling physically safe based on our School Climate Survey, increase % of students that feel emotionally and physically safe. Disaggregate data by gender and ethnicity.

2C. From baseline district-wide attendance rate of 95.4%, increase the attendance rate %. Disaggregate data by ethnicity.

2D. From baseline chronic absenteeism of 7.07%, decrease % of chronic absenteeism. Disaggregate data by ethnicity.

Actual

2A. Suspension rate decreased to 0 and expulsion rate maintained at 0.

2B. 75.4% of students report feeling emotionally safe and 87.3% report feeling physically safe based on our School Climate Survey. Data was not disaggregated by gender and ethnicity.

2C. District-wide attendance rate decreased to 92.3%. Data was disaggregated by ethnicity.

2D. Chronic absenteeism decreased from baseline of 7.07% to 6.8%. Data was disaggregated by ethnicity.

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

- Base Program
- a. Provide a 20% nurse at each school campus
 - b. Administer a School Climate Survey to students, parents, and staff
 - c. 100% of students in grades K-6 will participate in a minimum of 200 minutes every 2 weeks of engaging physical education
 - d. The District Nutrition Services will offer high quality, nutritious and appealing lunches to students and staff

Actual Actions/Services

- Base Program
- a. A 20% nurse was provided at each school campus
 - b. A School Climate Survey was administered to students, parents, and staff
 - c. 100% of students in grades K-6 participated in a minimum of 200 minutes every 2 weeks of engaging physical education
 - d. The District Nutrition Services offered high quality, nutritious and appealing lunches to students and staff

Budgeted Expenditures

- a. \$20,565
- c. \$109,215
- b,d. \$0

Estimated Actual Expenditures

- a. \$26,661
- c. \$126,234
- b,d. \$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.

All of the actions/services were fully implemented.

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

Our suspension rate dropped to 0% and maintained Blue on the dashboard. Chronic absenteeism decreased from 7.07% to 6.8%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

District employees received a raise and Health and Welfare benefit costs increased.

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.

We will continue to monitor our School Climate Survey results, especially in the areas of students feeling physically and emotionally safe at school, which declined slightly this year. We will now administer the survey earlier in the school year as well as in the Spring (Goal 2 Action 1). While gender data was collected, we were not able to disaggregate it using our current survey tool. We will look into an updated survey method.

Goal 3

Improve and/or increase parent participation in their child(ren)s learning process

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected

- 3A. Offer three Family Night opportunities for parent participation in school, district, and SEA activities
- 3B. 85% of classrooms will use technology for parent engagement
- 3C. Over baseline of 32%, increase % of parents that provide input into district priorities through our SEA Budget Survey form
- 3D. Establish a baseline of how many parents of English Learners, students with exceptional needs, and unduplicated students participate in Parent Teacher Conferences

Actual

- 3A. Three Family Night opportunities for parent participation in school, district, and SEA activities were offered
- 3B. 75% of classrooms used technology for parent engagement
- 3C. Compared to baseline of 32%, 17% of parents provided input into district priorities through our SEA Budget Survey form
- 3D. A baseline of 99.6% parents of English Learners, students with exceptional needs, and unduplicated students participated in Parent Teacher Conferences

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

Base Program

a. Technology Teacher will provide support for classroom teachers in implementing Schoology for grades 4-6 and SeeSaw for K-3 to communicate about and share classroom activities with parents

b. A survey requesting input from parents about priorities for school programs will be sent to all parents

c. The district will support the Cardiff SEA in developing and promoting Family Night activities throughout the year

Actual Actions/Services

Base Program

a. Technology Teacher provided support for classroom teachers in implementing Schoology for grades 4-6 and SeeSaw for K-3 to communicate about and share classroom activities with parents

b. A survey requesting input from parents about priorities for school programs was sent to all parents

c. The district supported the Cardiff SEA in developing and promoting Family Night activities throughout the year

Budgeted Expenditures

a. \$129,045

Estimated Actual Expenditures

a. \$131,685

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The district will provide Bilingual Assistants to both schools to support English Learners families in understanding student achievement data, intervention services, and home-to-school connections

The district provided Bilingual Assistants to both schools to support English Learners families in understanding student achievement data, intervention services, and home-to-school connections

\$46,163

\$48,652

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.

Increased family participation was achieved through the implementation of the actions/services. Schoology was not use consistently in grades 3-6 to share classroom activities with parents.

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

100% of grade K-2 classrooms regularly use SeeSaw to communicate and share classroom activities with parents. Free Family Nights in the areas of PE, Art, and STEAM were offered and well-attended by families. Communication through our Bilingual Assistants supported the achievement of 99.6% participation of English Learner families in Parent Teacher Conferences.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

District employees received a raise and Health and Welfare benefit costs increased.

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.

Under the guidance of the Technology Teacher, the district will continue to develop effective ways to share classroom activities with grade 3-6 parents (Goal 3 Action 1). The parent survey was sent this year as part of larger communication message. We will send it out in a dedicated format in the future.

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?

LCAP Survey Link sent to all stakeholders, including parents, certificated and classified staff. Feedback collected (March 14 – March 30)
LCAP Draft sent to all parents, classified staff, and certificated bargaining unit (CETA) members. Feedback collected (May 2 - 15)

School Site Council meetings (monthly, 8 total)
District English Language Advisory Committee meetings (monthly Feb.- May, 4 total)
District Parent Advisory (SEA)/Community meetings (monthly Jan.- May, 5 total)
Student Council (May, 2018)
Certificated Staff Meetings (2 each school, 4 total)
Districtwide Staff Meeting (May)
Administrative Leadership Meetings – Principals and Superintendent (8 total)
Board Meetings (monthly Jan.- June, 6 total)

Public Hearing will be held June 7, 2018
Board Approval will be June 11, 2018

Impact on LCAP and Annual Update

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

Stakeholders, including staff, were supportive of maintaining the current LCAP goals. Parents want to see students engaged and challenged through relevant, personalized learning opportunities (Goal 1 Action 1e) and have more connection to classroom activities, especially in grades 3-6 (Goal 3 Action 1). All stakeholders want to see a continued emphasis on providing a physically and emotionally safe school climate (Goal 2 Action 1).

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

Ensure excellence in student learning for all students in all subject areas through high quality instruction and technology integration

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Based on the California Dashboard, our SBAC scores in ELA and Math were below expectations for the EL and SED student subgroups.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>1A. Increase student scores on SBAC in ELA and Math for all students and by 10% for English Learner subgroup</p>	<p>1A. The 2015-16 percentage of all students that scored "standard met" or "standard exceeded" in ELA was 70% and Math was 71%. EL's scored 20% in ELA and 20% in Math.</p>	<p>1A. All students will score 71% in ELA and 72% in Math. EL's will score 22% in ELA and 22% in Math</p>	<p>1A. Continue increase from previous year for all students and 10% for EL's</p>	<p>1A. Continue increase from previous year for all students and 10% for EL's</p>
<p>1B. Basic Services</p>	<p>1B. 100% fully credentialed teachers in appropriate assignments, all students have access to Common Core aligned instructional materials, Ada Harris "Good" or better on the FIT</p>	<p>1B. Maintain 100%</p>	<p>1B. Maintain 100%</p>	<p>1B. Maintain 100%</p>

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

1C. Increase the percent of English Learners reclassified as English Proficient from current year

1C. 17% of EL's were reclassified as English Proficient

1C. From baseline, increase percent of EL's reclassified by 2%

1C. Continue increase percent of EL's reclassified by 2%

1C. Continue increase percent of EL's reclassified by 2% from previous year

1D. Ensure implementation of Common Core State Standards for all students, and ELD for English Learners, as evidenced by classroom walkthroughs and observations

1D. Common Core State Standards are being implemented for 100% of students and ELD for English Learners, in all classrooms

1D. Maintain 100%

1D. Maintain 100%

1D. Maintain 100%

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

1E. Ensure all students, including unduplicated students and students with exceptional needs, are enrolled in a broad course of study as measured by the number of PE and NGSS participation minutes. Increase the percentage of students scoring in the HFZ in 6 out of 6 areas on the State Physical Fitness Test from previous year

1E. 100% of students participate in 200 minutes of physical education every 10 days. 60% of students scored on the HFZ in 6 out of 6 areas. No baseline for participation in NGSS aligned instruction has been established.

1E. Increase baseline for HFZ results by 2% and establish baseline for participation in NGSS aligned instruction.

1E. Continue 2% increase for HFZ results and increase participation in NGSS aligned instruction to 75%

1E. Continue 2% increase for HFZ results and increase participation in NGSS aligned instruction to 90%

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

1F. Increase the percent of English Learners who make progress in English Proficiency based on the CELDT

1F. 60% of EL's increased by one level or more on the CELDT

1F. Increase baseline of 60% of EL's increasing by one level or more on the CELDT by 2%

1F. Establish new baseline using the ELPAC results

1F. Increase baseline by 2%

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, Students with Disabilities

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

Modified

2017-18 Actions/Services

Base Program

- a. Appropriately credentialed and assigned Certificated and Classified staff providing instruction and support to all students, including ELs.
- b. Provide standards aligned materials to all students
- c. Professional Development and teacher support in California Standards, Critical Literacy and Math, and technology integration
- d. Provide 1:1 new model iPads for all students grades 4-6 and replace iPad 2 with iPad 4 for all students grades K-3
- e. Engage students in relevant, personalized learning experiences that require critical thinking, communication, collaboration, creativity, and promote a passion for learning

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

Modified

2018-19 Actions/Services

- a, b, c – Continue, with emphasis on NGSS
- d. Provide 1:1 new iPads for all students grades 4-6 and replace iPad 4 with iPad 5 for all students grades K-3
- e. Continue

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

Modified

2019-20 Actions/Services

- a, b, c – Continue, with emphasis on VAPA and Social Studies
- d. Continue
- e. Continue

through the implementation of STEAM projects in every classroom

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a, b, c - \$71,350 d, e - \$65,443	a, b, c - \$50,000 d, e - \$105,903	a, b, c - \$50,000 d, e - \$105,903
Source	Gen. Fund Unres.	Gen. Fund Unres.	Gen. Fund Unres.
Budget Reference	a, b, c - 1000, 2000, 3000 d, e - 5000	a, b, c - 1000, 2000, 3000 d, e - 5000	a, b, c - 1000, 2000, 3000 d, e - 5000

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Supplemental
a. Provide additional small group instruction in Common Core Standards in a Learning Lab setting to students not meeting benchmark on DIBELS Math and ELA

Supplemental
a. Provide additional small group instruction and/or personalized intervention software in Common Core Standards to students not meeting benchmark on DIBELS Math and ELA

Supplemental
a. Provide additional small group instruction and/or personalized intervention software in Common Core Standards to students not meeting benchmark on DIBELS Math and ELA

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$349,922	\$416,330	\$416,330
Source	Supplemental Gen. Fund Unres.	Supplemental Gen. Fund Unres.	Supplemental Gen. Fund Unres.

Year

2017-18

2018-19

2019-20

**Budget
Reference**

1000, 2000, 3000

1000, 2000, 3000

1000, 2000, 3000

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

Unchanged

Goal 2

Support the social, emotional and physical well-being of students.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Local Priorities:

Identified Need:

Student emotional and physical safety and support remains a high priority based on stakeholder input

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2A. Decrease Suspension and expulsion rates from the current year	2A. Suspension rate is .3% and expulsion rate is 0	2A. From baseline, decrease total rate	2A. Continue to decrease total rate from previous year	2A. Continue to decrease total rate from previous year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>2B. Students' sense of emotional and physical safety at school will each show an increase over the previous year's scores on our School Climate Survey</p>	<p>2B. 80% of students feel emotionally safe and 91% feel physically safe based on our School Climate Survey</p>	<p>2B. From baseline, increase % of students that feel emotionally and physically safe. Disaggregate data by gender and ethnicity.</p>	<p>2B. Continue to increase % overall and by ethnicity and gender from previous year</p>	<p>2B. Continue to increase % overall and by ethnicity and gender from previous year</p>
<p>2C. Increase the district-wide attendance rate</p>	<p>2C. The district-wide attendance rate is 95.4%</p>	<p>2C. From baseline, increase the attendance rate %. Disaggregate data by ethnicity.</p>	<p>2C. Continue to increase % overall and by ethnicity from previous year</p>	<p>2C. Continue to increase % overall and by ethnicity from previous year</p>
<p>2D. Decrease chronic absenteeism from the previous year</p>	<p>2D. Chronic absenteeism is 7.07%</p>	<p>2D. From baseline, decrease % of chronic absenteeism. Disaggregate data by ethnicity.</p>	<p>2D. Continue to decrease % overall and by ethnicity from previous year, if available.</p>	<p>2D. Continue to decrease % overall and by ethnicity from previous year, if available.</p>

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students, Students with Disabilities

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

Base Program
 a. Provide a 20% nurse at each school campus
 b. Administer a School Climate Survey to students, parents, and staff

2018-19 Actions/Services

Base Program
 a. Provide a 20% nurse at each school campus
 b. Administer a School Climate Survey to students, parents, and staff twice annually

2019-20 Actions/Services

Base Program
 a. Provide a 20% nurse at each school campus
 b. Administer a School Climate Survey to students, parents, and staff twice annually

c. 100% of students in grades K-6 will participate in a minimum of 200 minutes every 2 weeks of engaging physical education
 d. The District Nutrition Services will offer high quality, nutritious and appealing lunches to students and staff

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 d. The District Nutrition Services will offer high quality, nutritious and appealing lunches to students and staff

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$20,565 c. \$109,215 b,d. \$0	a. \$30,963 c. \$123,851 b,d. \$0	a. \$30,963 c. \$123,851 b,d. \$0
Source	a. Resource 6500 c. Gen. Fund Unres.	Resource 6500 Gen. Fund Unres.	Resource 6500 Gen. Fund Unres.
Budget Reference	c. Budget Code 1000, 3000	1000, 3000	1000, 3000

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

Unchanged

Goal 3

Improve and/or increase parent participation in their child(ren)s learning process

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

Active parent engagement emerged as a high priority based on parent input

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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3A. Increase opportunities for parent participation in school, district, and SEA "Family Night" activities from previous year as measured by number of activities offered.

3A. Two Family Nights were offered. (Family Art Night and Ocean Night)

3A. Offer three Family Nights

3A. Offer four Family Nights

3A. Offer five Family Nights

3B. Increase parent engagement by communicating classroom activities with parents through the use of technology

3B. 75% of classrooms use technology for parent engagement

3B. 85% of classrooms will use technology for parent engagement

3B. 100% of classrooms will use technology for parent engagement

3B. Maintain 100%

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

3C. Increase the percentage of parents that provide input into district priorities through our SEA Budget Survey form previous year as measured by number of responses

3C. 32% of parents provided input into district priorities

3C. Over baseline, increase the % of parents that provide input

3C. From previous year, continue to increase the % of parents that provide input

3C. From previous year, continue to increase the % of parents that provide input

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

3D. Increase the percentage of parents of English Learners, students with exceptional needs, and unduplicated students that participate in Parent Teacher Conferences from previous year as measured by number of attendees

3D. No baseline has been established

3D. Establish a baseline of how many parents of English Learners, students with exceptional needs, and unduplicated students participate in Parent Teacher Conferences

3D. Increase from the baseline to 75%

3D. Increase from previous year to 85%

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, Students with Disabilities

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Base Program

- a. Technology Teacher will provide support for classroom teachers in implementing Schoology for grades 4-6 and SeeSaw for K-3 to communicate about and share classroom activities with parents
- b. A survey requesting input from parents about priorities for school programs will be sent to all parents
- c. The district will support the Cardiff SEA in developing and promoting Family Night

Base Program

- a. Technology Teacher will provide support for classroom teachers in implementing SeeSaw for K-3 and Schoology or other program for grades 4-6 to communicate about and share classroom activities with parents
- b. A survey requesting input from parents about priorities for school programs will be sent to all parents
- c. The district will support the Cardiff SEA in

Base Program

- a. Technology Teacher will provide support for classroom teachers in implementing SeeSaw for K-3 and Schoology or other program for grades 4-6 to communicate about and share classroom activities with parents
- b. A survey requesting input from parents about priorities for school programs will be sent to all parents
- c. The district will support the Cardiff SEA in

activities throughout the year

developing and promoting Family Night activities throughout the year

developing and promoting Family Night activities throughout the year

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$129,045	a. \$129,045	a. \$129,045
Source	Gen. Fund Unres.	Gen. Fund Unres.	Gen. Fund Unres.
Budget Reference	Budget Code 1000, 3000 (\$121,795) 5000 (\$7250)	Budget Code 1000, 3000 (\$121,795) 5000 (\$7250)	Budget Code 1000, 3000 (\$121,795) 5000 (\$7250)

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners

Limited to Unduplicated Student Groups

All Schools

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The district will provide Bilingual Assistants to both schools to support English Learners families in understanding student achievement data, intervention services, and home-to-school connections

The district will provide Bilingual Assistants to both schools to support English Learners families in understanding student achievement data, intervention services, and home-to-school connections

The district will provide Bilingual Assistants to both schools to support English Learners families in understanding student achievement data, intervention services, and home-to-school connections

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$46,163	\$46,163	\$46,163
Source	Supplemental Gen. Fund Unres.	Supplemental Gen. Fund Unres.	Supplemental Gen. Fund Unres.

Year

2017-18

2018-19

2019-20

**Budget
Reference**

Budget Code 2000, 3000

Budget Code 2000, 3000

Budget Code 2000, 3000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$143,029

Percentage to Increase or Improve Services

2.87%

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.

The district has exceeded its requirement to increase or improve services for unduplicated pupils since the District is currently providing services above its target for Supplemental and Concentration Grant funding. However, the District continually monitors the services it provides and improves any deficiencies to the programs that serve its low-income, English learners, and Foster Youth population.

As described in the district's Local Control Accountability Plan, the following specific services and actions are additional services and actions specific for pupils within the unduplicated population:

- For low-income pupils, certificated and para-professional support staff will provide direct instruction to students, professional development, and consultations with classroom teachers. Additional intervention programs will be provided for students who do not make expected progress.
- For English learners, support teachers and staff will provide direct instruction to students, professional development and consultations with classroom teachers. A bilingual assistant at each school site will provide outreach with families, translations and will network within community organizations. Additional intervention programs will be provided for students who do not make expected progress.

- For foster youth, the district will provide individual outreach to families of Foster Youth to coordinate services and will provide intervention programs for pupils that do not make expected progress.

Based on district data, which shows evidence of academic growth on our local assessments, these services and actions are the most effective use of funds to support unduplicated pupils.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$174,324

Percentage to Increase or Improve Services

3.31%

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.

The district has exceeded its requirement to increase or improve services for unduplicated pupils since the District is currently providing services above its target for Supplemental and Concentration Grant funding. However, the District continually monitors the services it provides and improves any deficiencies to the programs that serve its low-income, English learners, and Foster Youth population.

As described in the district's Local Control Accountability Plan, the following specific services and actions are principally directed towards pupils within the unduplicated population:

- For low-income pupils who receive limited support at home, certificated and para-professional support staff will provide direct instruction to students, professional development, and consultations with classroom teachers. Additional intervention programs will be provided for students who do not make expected progress. (Goal 1, Action 2a)
- For English learners, support teachers and staff will provide direct instruction to students, professional development and consultations with classroom teachers. A bilingual assistant at each school site will provide outreach with families, translations and will network within community organizations. (Goal 3, Action 2) Additional intervention programs will be provided for students who do not make expected progress. (Goal 1, Action 2a)
- For foster youth, if we were to enroll any, the district will provide individual outreach to families of Foster Youth to coordinate services and will provide

intervention programs for pupils that do not make expected progress. (Goal 1, Action 2a)

These services and actions have proven the most effective use of funds to support unduplicated pupils based on district data, which shows evidence of academic growth for unduplicated pupils on our local assessments. The district also had successful experience increasing involvement of families of unduplicated pupils in their child's academic progress through our bilingual assistant outreach programs, including increased participation in parent conferences and Student Study Team meetings.