



# Escondido Union High School District

## 2018-2019 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)

#### 2018-19 Total LCFF Funding



\$13,848,865

\$65,515,425

Base S & C

### OVERVIEW



Communities Served:



7467 Students



5 Schools



821 Full- and Part-time Staff

#### Student Ethnicity

African American	2.2%
Asian	3.1%
Filipino	2.3%
Hispanic/Latino	73.4%
White	17.8%
Multiracial	0.55%

#### Student Groups

15.9%	68.8%	.3%
English Learners	Low Income	Foster Youth

### 2018-19 LCAP AT-A-GLANCE



5 LCAP Goals



84 LCAP Actions & Services





33 LCAP Measures





LCAP Budget


#### LCAP Goals

- 1 Academic Achievement  
Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready.
- 2 Effective Instruction and Leadership  
Provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Build the leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives.
- 3 Support to Students  
Provide systemic, equitable and accessible support services focused on academic, career and personal development so that all student's graduate college and career ready.
- 4 Engaged Parents  
Promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input.

<b>Unduplicated Students: students who are English learners, low income, and/or foster youth</b>	<b>5 Safe and Respectful Environments</b> Foster respectful, collaborative, safe and secure environments that support teaching and learning.	
	<b>Funding for LCAP Goals</b>  <b>Goal 1 is supported by \$16,769,052 in total funding</b> <b>Goal 2 is supported by \$66,102,917 in total funding</b> <b>Goal 3 is supported by \$6,745,307 in total funding</b> <b>Goal 4 is supported by \$372,145 in total funding</b> <b>Goal 5 is supported by \$921,215 in total funding</b>  <b>Supplementary &amp; Concentration Funding by LCAP Goal</b> <b>Goal 1</b> \$2,952,954 <b>Goal 2</b> \$3,298,554 <b>Goal 3</b> \$6,454,840 <b>Goal 4</b> \$321,863 <b>Goal 5</b> \$760,215	
<b>NEW 2018-19 BUDGET ONE PAGERS</b>		
 <p>One page summaries are included this year in Appendix C of the LCAP packet.</p> <p>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).</p>		
<b>What is in Escondido Union High School District 's LCAP?</b>  The EUHSD 2018-19 LCAP is year two of a three year plan. The structure includes a Plan Summary (out story, review of progress, need, performance gaps, improved/increased services, budget summary), Annual Update of 2017-18 Goals-Actions/Services, Stakeholder Engagement, Demonstration of Increased/Improved Services for Unduplicated Pupils and LCAP Expenditure Summary.	<b>MAJOR CHANGES FOR 2018-2019 LCAP</b>  The major changes for the 2018-19 LCAP include Career and Technical Education pathway development, additional Content Area Specialists, AP exam fee support, college and career planning resources, Learning Center Lab Aides, Multi-Tiered Systems of Support Task Force, Cal-SAFE, increased two-way parent communication, additional School Resource Officer and school check-in service. These changes all are in alignment with our identified goals and support the district's mission.	
<b>LCAP Goal 1: Academic Achievement</b> <b>Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready.</b>		
 <b>Goal 1 Budget = \$16,769,052</b>	<b>Related State Priorities:</b> <b>Basic Services</b> <b>Academic Standards</b> <b>Student Achievement</b> <b>Course Access</b> <b>Other Outcomes</b>	
<b>1.1 Base Services</b>		

<p>1.1.1 Provide all students rigorous, standards-aligned courses designed to prepare students to graduate college and career ready by revising and developing curriculum, instructional units, instructional tasks, lessons, CTE pathways, as well as formative and summative assessments aligned with state adopted content standards, and assessments.</p> <p>1.1.1.1. Include special education teachers in the curriculum revision and unit development process</p> <p>1.1.2 Incorporate the use of appropriate technology so that students have the necessary skills to graduate college and career ready.</p> <p>1.1.3 Continue plans to ensure fair, equitable and consistent grading practices.</p> <p>1.1.4 Provide core and supplementary standards-aligned instructional materials to support implementation of course revisions.</p> <p>1.1.5 Provide materials, supplies, other resources and operational services to support all curricular and co-curricular programs.</p>	
<p>1.2. Increased and/or Improved Supplemental Services</p> <p>1.2.1 Provide resources and support for the appropriate use of technology so that students have the necessary skills to graduate college and career ready.</p> <p>1.2.2 Provide English Learners additional support in order to be successful in rigorous academic content in core classes.</p> <p>1.2.2.1 Based on number of enrolled students, offer separate ELD I, math and elective classes for SIFE and traditional newcomer students.</p> <p>1.2.2.2 Use bilingual instructional aides to support EL students in content classes.</p> <p>1.2.2.3 Provide collaborative or reduced class size in sheltered classes to clusters of EL students.</p> <p>1.2.3 Inform best practices by analyzing data from metrics, assessments and other sources, including research.</p> <p>1.2.3.1 Contract with EAB to evaluate district developed LCAP metrics to help ensure they measure program effectiveness.</p> <p>1.2.4 Career Technical Education Pathways/Curriculum Alignment</p> <p>1.2.5 Site Discretionary Funds to support academic achievement</p>	<p>Specific Schools: 1.2.2.1– EHS, OGHS, SPHS; 1.2.2.2 – EHS, OGHS, SPHS, DLA;_1.2.2.3-EHS, OGHS, SPHS</p>
<p>1.3 Targeted Supplemental Services</p> <p>1.3.1 Provide instructional aides for students enrolled in ELD classes.</p> <p>1.3.2 Offer support classes for students enrolled in ELD. Reduce class size in both core and support ELD classes.</p> <p>1.3.3 Provide evidence-based instructional support to identified at-risk 9th grade students.</p> <p>1.3.4 Inform best practices by analyzing data from metrics, assessments and other sources, including research.</p>	
<p><b>LCAP Goal 2:</b>  <b>Effective Instruction and Leadership</b>  <b>Provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Build the leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives.</b></p>	
<div>  <b>Goal 2 Budget = \$66,102,917</b> </div> <div> <b>Related State Priorities:</b>  <b>Basic Services</b> </div>	
<p>2.1 Base Services</p> <p>2.1.1 Support students graduating college and career ready by hiring high quality teachers and support staff to implement Goals1-5 (classified staff, certificated teachers, counselors, administrators, and non-represented managers).</p> <p>2.1.2 Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of</p>	

<p>actions and services and district-wide initiatives described in Goals 1-5.</p> <p>2.1.2.1 Target special education teachers to participate in content specific professional learning events</p>	
<p>2.2 Increased and/or Improved Supplemental Services</p> <p>2.2.1 Support students graduating college and career ready by restructuring the certificated teacher salary schedule for the purpose of recruiting and retaining high quality teachers committed to fulfilling their professional roles and responsibilities.</p> <p>2.2.2 Provide additional time to increase effective engagement in professional collaborations such as Professional Learning Communities (PLC) and professional learning days.</p> <p>2.2.3 Increase the support provided by content specialists and instructional coaches in order to improve teaching and learning.</p> <p>2.2.4 Increase district and site leadership capacity for instructional leadership in order to improve student learning, focusing on identified areas of need.</p> <p>2.2.5 Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and district-wide initiatives described in Goals 1-5.</p> <p>2.2.6 Site Discretionary Funds to support effective instruction and leadership</p>	
<p>2.3 Targeted Supplemental Services</p> <p>2.3.1 Support teachers needing to add credential authorizations, or clear credential in order to be Highly Qualified. Support teachers to participate in industry certifications and externships.</p> <p>2.3.1.1 BTSA Induction Program</p> <p>2.3.1.2 Industry certifications</p> <p>2.3.2 Build teacher and site leadership capacity for effective engagement in professional collaborations</p> <p>2.3.3 Increase the support the support provided by content specialists and instructional coaches in order to improve teaching and learning</p> <p>2.3.4 Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and district-wide initiatives described in Goals 1-5.</p>	
<p><b>LCAP Goal 3:</b>  <b>Support to Students</b>  <b>Provide systemic, equitable and accessible support services focused on academic, career and personal development so that all student's graduate college and career ready.</b></p>	
<div>  <b>Goal 3 Budget = \$6,745,307</b> </div> <div> <b>Related State Priorities:</b>  <b>Student</b> </div>	
<p>3.1-Continue to provide the base services as described in 1.1.5 and 2.1.1</p>	
<p>3.2 Increased and/or Improved Supplemental Services</p> <p>3.2.1 To meet the diverse needs of students, implement a variety of academic programs which provide additional support to include:</p> <p>3.2.1.1 Tutors (before, during and after school)</p> <p>3.2.1.2 9th Grade Academies</p> <p>3.2.2 Provide students a variety of opportunities to recover and accelerate progress towards graduation, including summer, before and after school.</p> <p>3.2.2.1 Learning Academy classes before and after school</p> <p>3.2.2.2 Summer School classes</p> <p>3.2.3 Maintain staff to support the social/emotional needs of students:</p> <p>3.2.3.1 Maintain staff to support the academic and social/emotional needs of foster and homeless students.</p>	<p>Specific Schools: 3.2.1.2 EHS and SPS</p>

<p>3.2.3.2 Maintain psychologist services for EL students while clearly articulating the referral process.</p> <p>3.2.3.3 Maintain outreach services for pregnant and parenting students.</p> <p>3.2.4 Provide students and parents counseling and guidance services, including access to information and resources regarding college and career readiness, targeting additional college services for EL, foster and SED students.</p> <p>3.2.5 Provide support to the Advancement Via Individual Determination (AVID) program by meeting programs needs such as release time for AVID coordinators, District director support, AVID class tutors, classroom resources, field trips and professional development.</p> <p>3.2.6 Implement a systematic academic intervention program (Multi-Tiered Systems of Support) at each site for students, which include identification and options for support and monitoring, with a focus on 9th grade students.</p> <p>3.2.7 Provide additional time and resources for staff to counsel with chronically absent and truant students consistently using Student Attendance Review Team (SART) and Student Attendance Review Board (SARB).</p> <p>3.2.8 Provide monitoring and support for EL and RFEP students so that they graduate college and career ready.</p> <p>3.2.9 Provide students increased access to opportunities for in-depth college and career exploration.</p> <p>3.2.10 Site Discretionary Funds to support students</p>	
<p>3.3 Targeted Supplemental Services</p> <p>3.3.1 Provide students increased access to opportunities for in-depth college and career exploration and opportunities to develop college and career ready skills.</p> <p>3.3.2 Provide support for EL program so that students graduate college and career ready.</p> <p>3.3.2.1 Instructional materials to support language acquisition and literacy targets (IMM)</p> <p>3.3.2.2 Professional development to support EL program (IMM)</p> <p>3.3.3 Provide additional opportunities to accelerate or recover credits</p> <p>3.3.4 Provide peer tutor and Saturday Scholar support for EL and SED students</p> <p>3.3.5 Provide additional support to 9th grade academies</p> <p>3.3.6 Provide services for homeless and foster youth</p>	
<p><b>LCAP Goal 4:</b>  <b>Engaged Parents</b>  <b>Promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input.</b></p>	
<div>  <b>Goal 4 Budget = \$372,145</b> </div> <div> <b>Related State Priorities:</b>  <b>Parent Involvement</b> </div>	
<p>4.1 Base Services</p> <p>4.1.1 Meet with the LCAP Parent Advisory Committees at key times throughout the year to:</p> <p>4.1.1.1 Share information regarding interim metrics and the progress on LCAP actions and services.</p> <p>4.1.1.2 Gather feedback and input regarding goals, actions and services.</p> <p>4.1.1.3 Review final LCAP working document prior to Public Hearing.</p>	
<p>4.2 Increased and/or Improved Supplemental Services</p> <p>4.2.1 Coordinate work of counseling staff, social workers and parent liaison to implement site-specific family engagement plans.</p> <p>4.2.1.1 Include establishing opportunities for parents/guardians to navigate school</p>	

<p>and support their child's success in high school and beyond.</p> <p>4.2.1.2 Include options for increasing communication and use of social media.</p> <p>4.2.1.3 Translate more materials and resources for Spanish speaking families.</p> <p>4.2.1.4 Include establishing opportunities for immigrant parents/guardians to navigate school and support their child's success in high school and beyond.</p> <p>4.2.2 Increase two-way communication with parents</p> <p>4.2.3 Site Discretionary Funds to support parent engagement</p>	
<p>4.3. Targeted Supplemental Services</p> <p>4.3.1. Provide resources and professional learning to support parent involvement and education</p>	

## LCAP Goal 5:

### Safe and Respectful Environments

Foster respectful, collaborative, safe and secure environments that support teaching and learning.



Goal 5 Budget = \$921,215




Related State Priorities:

Basic Services

School Climate

5.1-Continue to provide the base services as described in 1.1.5 and 2.1.1	
<p>5.2 Increased and/or Improved Supplemental Services</p> <p>5.2.1 With an intentional focus on high-risk students, implement evidence based programs to foster respectful, safe and secure learning environments. Examples include:</p> <p>5.2.1.1 Prevention and Diversion (PAD) drug/alcohol education program</p> <p>5.2.1.2 Safety Outreach for Students (SOS) bullying/fighting intervention program</p> <p>5.2.1.3 Escondido Police Diversion Program</p> <p>5.2.1.4 School Resource Officer</p> <p>5.2.2 Provide resources, programs and services that support a learning culture and climate which is collaborative, respectful, safe and secure.</p> <p>5.2.2.1 Maintain increased campus supervision.</p> <p>5.2.2.2 Carry out the plan for implementing PBIS and Restorative Practices implementation</p> <p>5.2.2.3 Provide equipment, resources and training for campus safety</p> <p>5.2.2.4 Implement a school check-in service to support campus safety</p> <p>5.2.3 Site discretionary funds to support safe and secure environments</p>	
<p>5.3 Targeted Supplemental Services</p> <p>5.3.1 Carry out the plan for implementing PBIS and Restorative Practices implementation.</p> <p>5.3.2 Implement RESET Program to support identified students with academic, attendance and behavioral challenges.</p>	

## LCAP MEASURES

 <p><b>We want to maintain:</b></p> <p>Student progress in:</p> <ul style="list-style-type: none"> <li>increasing graduation rate</li> <li>increasing UC/CSU 'a-g' completion</li> </ul>	 <p><b>We want to increase:</b></p> <ul style="list-style-type: none"> <li>CAASPP achievement</li> <li>English Learner Academic Success</li> <li>College &amp; Career Readiness in ELA9 and Math1</li> </ul>	 <p><b>We want to decrease:</b></p> <ul style="list-style-type: none"> <li>Suspension rate</li> </ul>
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rate <ul style="list-style-type: none"> <li>increasing State Seal of Biliteracy (SSB) completion rate</li> </ul>	<ul style="list-style-type: none"> <li>College &amp; Career Counseling Academic and Social-Emotional Supports</li> </ul>	
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STAKEHOLDER ENGAGEMENT

District LCAP (DLCAP) Parent Committee

Escondido Union High School District provides for a collaborative stakeholder engagement process as part of developing an impactful and meaningful Local Control Accountability Plan for our community of learners. The District LCAP Parent Advisory Committee and DELAC Parent Advisory Committee met four times throughout the year. As part of our process, stakeholders review LCFF Overview/LCAP development requirements, provide feedback on LCAP survey items, analyze data/interim metrics and LCAP survey findings, discuss research-based best practices and engage in meaningful discussions surrounding our identified needs. Stakeholder priorities, in response to the data story and community feedback for the LCAP, are collected and considered in order to ensure all services are in proper alignment with our district goals and based on available funds and identified needs.

The Parent Advisory Committee helped shape this year's LCAP survey which asked respondents to prioritize areas of importance under each of our five goals. These consultations provided us information to help decide which actions and services should continue, which should be fine-tuned and what might be added if funding allows. The District approached the use of stakeholder feedback and input by synthesizing the information gathered from the stakeholder meetings, the survey, and metric data analysis.



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.

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