

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[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 [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Lammersville Unified School District - Draft		
Contact Name and Title	Dr. Kirk Nicholas Superintendent	Email and Phone	knicholas@sjcoe.net (209)836-7400

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Lammersville Joint Unified School District is located in the far western, unincorporated rural portion of San Joaquin County. Originally founded in 1876, it consists of five K-8 elementary and one high school. Lammersville Unified has approximately 205 teachers and 4,600 students from diverse backgrounds. There has been a substantial amount of residential development in the District in recent years; with correspondingly substantial increases in enrollment. Much of the District's historical enrollment hails from farms, dairies, or small ranches, with the remainder in a suburban/rural setting in single family homes. The quality of the District's Educational Program has also attracted a moderate number of inter district transfer students. Enrollment is demographically diverse, with 9% of English Learners (ELs) and over 17 languages spoken by district students. Overall, the student population is comprised of 7% African American, 43% Asian, 19% Hispanic, 23% White, 6% with multiple, and 2% other ethnicities. Approximately 14% of the students receive financial assistance for school breakfasts and lunches with 23% of the Unduplicated Pupil population accounting ELs, Low Income, and foster Youth.

The Mission of the Lammersville Unified School District, as a collaborative partnership of families, community members and staff, is to graduate all students with the knowledge and ability to make good choices, to act responsibly, to eventually enter the workforce in a profession of their choice, and to continue lifelong learning. To accomplish this, LUSD will celebrate literacy, problem solving, and building a successful future by ensuring that all first graders can read and comprehend at grade level, that all fourth graders can read and write at grade level, that all eighth graders are proficient or proficiency prepared for Algebra, and that all twelfth graders graduate college and career ready.

LCAP HIGHLIGHTS

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

Lammersville Unified School District identified the following five goals for focus within the next three year by working collaboratively with stakeholders throughout the district.

Goal 1- Student Achievement: LUSD will provide the opportunity for every student to become educated within an instructional system that is consistent, aligned, monitored, accountable, data rich and nurturing.

Goal 2- District Culture/Leadership: LUSD is committed to the systematic development of instructional leadership and teaching excellence in all classrooms by identifying, implementing, and institutionalizing research validated practices district wide.

Goal 3- Fiscal Strength: LUSD will provide its community with a high quality education system by monitoring the implementation of LCFF through the strategic plan and LCAP, creation of a 21st Century educational program, and the district's rapidly expanding student population while successfully meeting the district's Multi-Year Projection requirement.

Goal 4- Parent and Community Relationships: LUSD will develop a 21st Century Communication system to foster positive relationships with parents and community members in order to meet students' needs, provide a safe learning and high quality instructional environment, and establish a full continuum of extra-curricular opportunities and activities.

Goal 5: 21st Century Skills/College and Career Ready: Students will graduate our school system College and Career ready through a coordinated instructional program that teaches each student the skills of communication, citizenship, critical thinking, collaboration, and creativity. Technology driven programs will be prioritized with the intent of creating a district wide 1:1 learning environment by 2018.

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

In Lammersville Unified School District (LUSD) during the 2015-16 school year, the (California Assessment of Student Performance and Progress) CAASPP scores in English Language Arts (ELA) improved by 4% from 58% to 62% and in math by 4% from 48% to 52%. English Learners (ELs) CAASPP scores increased in ELA by 11% from 25% to 36% and in math by 14% from 17% to 31%. AMAO 1 data for ELs scores in CELDT increased by 5% to from 61% to 66%. Student Redesignation AMAO2 data for ELs less than five years increased by 1% from 24% to 25%. Low Income students' CAASPP scores in ELA increased by 3% from 42% to 45% and in math by 1% from 27% to 28%. CAASPP scores of students with exceptional needs increased in ELA by 13% from 13% to 26% and in math by 8% from 18% to 26%. Percentage of student suspensions decreased by 1% from 4.5% to 3.5% in spite of continued student growth in LUSD. In the beginning of 2016-17 school year, students' access to technology was increased by adding 4th and 5th grade to the 1:1 environment resulting in 4th-12th students having their own chromebooks and K-3 having a 3:1 ratio. Percentage of students taking Advanced Placement (AP) classes increased from 8% to 13%. Percentage of high school students receiving D and F grades reduced from 13% to 12%.

Stakeholder input from parents, staff, and students has been pertinent in adding additional programs at the K-8 schools and high school including, implementation of ELA/ELD curriculum in all K-8 grade classes, revision of the Math Rigorous Curriculum Design (RCD) units, ongoing professional development for administrators and teachers in curriculum implementation.

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

In Lammersville Unified School District (LUSD) during the 2015-16 school year, the AMAO2 data for English Learners (ELs) more than five years decreased by 10% from 51% to 41%. The need is to make additional efforts to address ELs needs who have been identified as EL for more than five years.

The percentage of students that scored a 3 or above on the AP tests decreased from 77% to 66%. The needs is for the high school staff to ensure Advanced Placement students have mastered the content.

Continue to invest in professional development for teachers regarding the implementation of the ELD curriculum and small group instruction. Provide level 2 and 3 interventions to the students. Time for high school teachers to identify areas of growth and way for students to ensure mastery of content standards.

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

In English Language Arts English Learners (EL) and Students with Exceptional Needs' (SPED) performance was two or more performance level below than all students at 36% and 26% respectively as compared to the performance of all students at 62%. Math performance level of English Learners, Low Income, and Students with Exceptional Needs was also two or more levels lower than all students at 31%, 28%, and 26% respectively as compared to the performance of all students at 53%. Scores of the upuplicated populations were two performance levels below the Asian and White students grounds in this measure. To address the gap, LUSD LCAP includes the following actions and services:

- * Professional development to implement the ELD Curriculum combined with small group instruction to improve EL students' performance.
- * Additional support for EL, LI, and SPED students including the use of Response to Intervention Program, during and after school interventions.
- * K-8 summer school program for unduplicated pupils and 9-12 summer school program for credit recovery.
- * General Education and Special Education Coordinators provide instructional coaching to teachers. Identify materials and provide training in using Tier 2 and 3 interventions to meet students' needs.

INCREASED OR IMPROVED SERVICES

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.

Based on the feedback from stakeholders and reflection on LUSD students' academic students' data, all of the schools are implementing several actions and services to improve quality of instruction to meet the needs of English Learners, Low Income and Foster Youth. LCFF Supplemental funds are allocated to the school sites and programs based on the number of unduplicated youth in the district. Listed below are examples of services being provided at the school sites:

- * ELD curriculum and professional development for teachers to provide small group instruction and ELD instruction.
- * Alternative Education, Strategic Support (Regrouping of students in K-8 and Success Period for 9-12 grade students), summer school K-12, and Response to Intervention
- * Additional college and career counseling for the lowest performing school as well as to meet the needs of English Learner, low income, foster youth, and SPED students.

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

\$39,929,271

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$

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.

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\$

Total Projected LCFF Revenues for LCAP Year