



# 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)

[California School Dashboard](#): 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

Cold Spring Elementary School  
District

Contact Name and Title

Dr. Amy Alzina  
Superintendent/Principal

Email and Phone

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# 2017-20 Plan Summary

## The Story

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

### History of Cold Spring School

The Cold Spring School District began legally on April 5, 1889, when a small plot of ground, a portion of Lot 162 of Old Pueblo Land of Santa Barbara was set aside for a school on the south side of Sycamore Canyon Road. Cold Spring School began legally in 1889, but five years passed before a building was ready for use in 1894. The first school property was deeded to the School District Oct. 18, 1889, and the second section was deeded Dec. 4, 1889. This property was deeded to the Union Realty Company on Jan. 26, 1927, at the time of the building of the present school.

Cold Spring School is a TK-6 public elementary school District embarking on its 129th year of providing high quality education to children. We are a one-school District, and our enrollment this year is approximately 172 children. The school is proud of its comprehensive approach to elementary education that prepares children for success throughout their educational career, and helps them become active participants in our community. One fundamental key to this approach lies in our low student-to-teacher ratios (the K-6 class size average is 19), which gives personal attention to each student by a dedicated and talented faculty, coupled with strong support from parents and community members alike. The caliber of education provided by our staff of highly skilled and enthusiastic teachers gives our students strength, understanding, and compassion — values that will benefit our country and future generations.

Another key factor is our strong academic program that provides students with a strong base in fundamental skills and concepts while promoting critical thinking skills, problem solving, and creativity. Cold Spring School students consistently demonstrate high levels of academic achievement on the California Standards Tests and as they move through the junior high and high school programs.

But it's the school's impressive support of the visual and performing arts programs as well as specialists' programs in physical education and STEAM whose aim is to create deeper connections to the core classroom through project based learning that completes its whole child approach to teaching and learning. The Specialist programs are designed to be complementary with and integrated into other aspects of learning with the goal that each child gains a sense of confidence and enthusiasm that comes from being creative.

Parents play an integral role at Cold Spring School. Parents volunteer to assist in the classrooms, organize class activities, and support the teachers. At the school level, parents have numerous ways to be involved and support learning. The Parent Club actively supports the school community by sponsoring social events, welcoming new families, and raising funds to provide playground equipment and classroom learning materials. In addition, the Parent Club coordinates after-school enrichment programs, and many other programs that benefit our students. The School Site Council (SSC) — comprised of parents and staff — meets monthly to monitor and recommend improvement for the school's academic program. The SSC also serves as the District's Local Control and Accountability (LCAP) Advisory Board. The Safe Routes to School Committee promotes a safer neighborhood for the students and their families to walk and ride bikes to school, and schedules numerous safety programs (bike rodeo, assemblies) for the students. The Cold Spring School Foundation, a 501.c.3 nonprofit organization, donates approximately \$150,000 per year in support of specialists' programs in art, library, music, physical education, and technology.

A 2018-2019 Professional Learning plan was created to provide support to teachers around the following three priority goals:

1. Preparing students for life, learning and work in the 21st century,
2. Maintaining a high level of student engagement and attendance through a robust Specialist program,
3. Engaging students, families and the community to promote student success.

**Science:** Teachers began the school year by examining the Next Generation Science Standards, developing their instructional strategies for effective science learning, and continuing with the Amplify Science pilot in preparation for the approved science curriculum adoption from the California Department of Education in November of 2018. Once the adoption list was made available, the staff engaged in discussion around an official adoption which concluded with continuing an Amplify pilot for the 2019-2020 school year. The STEAM teacher and technology teacher worked with classroom teachers to enhance their knowledge of the computer science standards and engineering practices.

**Mathematics:** All TK-4th grade teachers engaged in a Dreambox Learning training, while all 5-6th grade teachers will engage in an Accelerated Math training.

**Technology:** CSSD worked closely with the SBCEO to support teachers with implementing Google Suite in the classroom and working toward a Google 1 certification. In addition, teachers learned how to incorporate the Common Sense Media Digital Citizenship curriculum and lessons.

**English Language Arts:** Dahlia Dallal, the founder of Literacy Partners, continued to train and support teachers with the Lucy Calkins Writing Workshop model that comes from the Teachers College Reading and Writing Project, Columbia University. Teachers will receive 2 full-days of professional learning and coaching to support writing workshop. Parents received two parent workshops in the evening.

**Social Studies:** CSSD continued to address the CA History-Social Science Content Standards through nonfiction text, literature, and connections to the community through guest speakers. The staff also explored the updated framework with an emphasis on project based learning.

**Physical Education and Health:** The Physical Education program prepares children to be physically and mentally active, fit and healthy for life. The sixth-grade teacher partnered with UC Santa Barbara's Gevirtz Graduate School of Education, to increase students understanding of mental health disorders, to reduce the associated stigma, and share wellness practices. New this year, the sixth grade students completed a five week surf lesson cycle at Ledbetter beach.

**Fine Arts:** The Cold Spring School art program is designed to be integrated into critical standards in the classroom and STEAM with the goal that each child gains a sense of confidence and enthusiasm that comes from being creative. The Art and Steam teachers worked in close collaboration with the classroom teachers and the content standards to create relevant projects.

**Music:** The music curriculum is designed to teach music literacy and music appreciation through vocal and instrumental training, Dalcroze movement strategies, Orff technique, and Kodaly solfège reading and singing.

There was extensive outreach in regards to the Local Control Accountability Plan that aligns with the School Plan for Student Achievement via Parent Club, the Cold Spring School Foundation, monthly Principal Coffee's, the LCAP Advisory Board, ParentSquare posts, Board meetings, faculty forums, private input meetings with the superintendent and every teacher, and more. It is important to note

that the Cold Spring School community suffered dual disasters of the Thomas Fire and the January 9, 2018, Debris Flow. The school community lost a grade six and kindergarten student as well as dozens of our students lost their homes and possessions, and the school had to be evacuated on four separate occasions. Because of the disasters and continued evacuations, much of our parent and faculty engagement this year has been spent on student safety and mental health recovery. This year, a large focus has also been spent on preserving the integrity of the district's LCAP goals which are tied to the School Plan for student achievement. We are extremely proud of our parent and community collaboration as we strive to support and ensure every child is college and career ready!

#### Cold Spring Mission Statement

The mission of Cold Spring School is to provide a quality educational program in a secure family atmosphere, which fosters a balance of academic achievement, healthy personal development, social and environmental responsibility, and enthusiasm for lifelong learning. Teachers, staff, parents, and the community will work together to create a school environment in which cooperative problem solving, creativity, and innovative thinking are encouraged, and the unique potential of each individual student and employee is valued and nurtured.



# LCAP Highlights

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

The LCAP goals and actions provide a strong foundation to support student learning and achievement, school climate, English Language Learners, Low Socio-economic students, and parent involvement and support. The goals focus on student progress in ELA and Math; maintaining our Specialist Program in music, drama, technology, art, and PE, increasing opportunities for parent involvement, continued professional development for teachers in science, math, ELA, and social studies, moving our English Learners toward reclassification, and maintenance of an average class size of 20:1 or lower. These goals largely reflect a continuation of the goals from last year.

Description of 2019-2020 LCAP Goals:

LCAP Goal 1: All students in grades 3-6 will be performing at or above the California grade level standard as evidenced by the CAASPP assessment in ELA. Fully implement standards as observed by classroom observations. All students, including English Learners will have full access to the standards.

LCAP Goal 2: All students in grades 3-6 will be performing at or above the California grade level standard as evidenced by the CAASPP assessment in Math. Fully implement standards as observed by classroom observations. All students, including English Learners will have full access to the standards.

LCAP Goal 3: The Superintendent/Principal will work with the Board to ensure that enrollment and staffing decisions are made that support small class size (school wide average of 20:1 or below). The District will provide highly qualified teachers and a well-maintained and safe learning environment.

LCAP Goal 4: Cold Spring School will provide an integrated K-6 STEAM program aligned with NGSS.

LCAP Goal 5: All English Learners will show progress toward reclassification and become reclassified 4 years of entry into Cold Spring.

LCAP Goal 6: The Cold Spring budget, with the CSSD Foundation financial support, will continue to support specialists in technology, PE, art, library, and music.

LCAP Goal 7: Parents and community are provided additional opportunities for involvement and input into the decision-making process with efforts made by the Superintendent/Principal in the area of a School Site Council/LCAP Advisory Committee with various stakeholder groups in compliance with CDE regulations and protocols.

The SSC/LCAP Advisory Committee will hold regularly scheduled meetings with a record of their actions.

Cold Spring School District is committed to continuing the work conducted by its teachers in the preparation of curriculum, design of instructional lessons, and development of engaging delivery of cognitively rich and challenging content that is accessible by all students. The students at CSSD continue to perform in the top tier on the CAASPP in both English Language Arts and Mathematics. The high summative test scores can be attributed to teachers using their formative assessment data to monitor and adjust their instruction daily. The superintendent/principal progress monitors with teachers, students and parents to ensure all students make substantial progress toward meeting their quarterly benchmark goals and strive to improve. Because of the continued commitment towards excellence, the students in the CSSD far exceeded the 2017-18 growth goal for Math and ELA.

Conclusions based on this data: The only subgroup the Cold Spring School district has is the white subgroup where 92% of the students Met/Exceeded the ELA Standards and 90% of students Met/Exceeded the Math Standards. These outstanding scores in student achievement are a testament to how committed every teacher is to ensuring EVERY student is successful each and every day!

The LCAP describes how the community was involved in the development and update of the plan: teachers, students, Advisory Committee, parents and staff.

## COLD SPRING ELEMENTARY

# Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

## English Language Arts

All Students      State



Blue

**87.2 points above standard**

**Increased 21.2 Points ↗**

### EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	0	1
Red	Orange	Yellow	Green	Blue

[View More Details ➔](#)

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## Mathematics

All Students      State



Blue

**89.1 points above standard**

**Increased 23.4 Points ↗**

### EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	0	1
Red	Orange	Yellow	Green	Blue

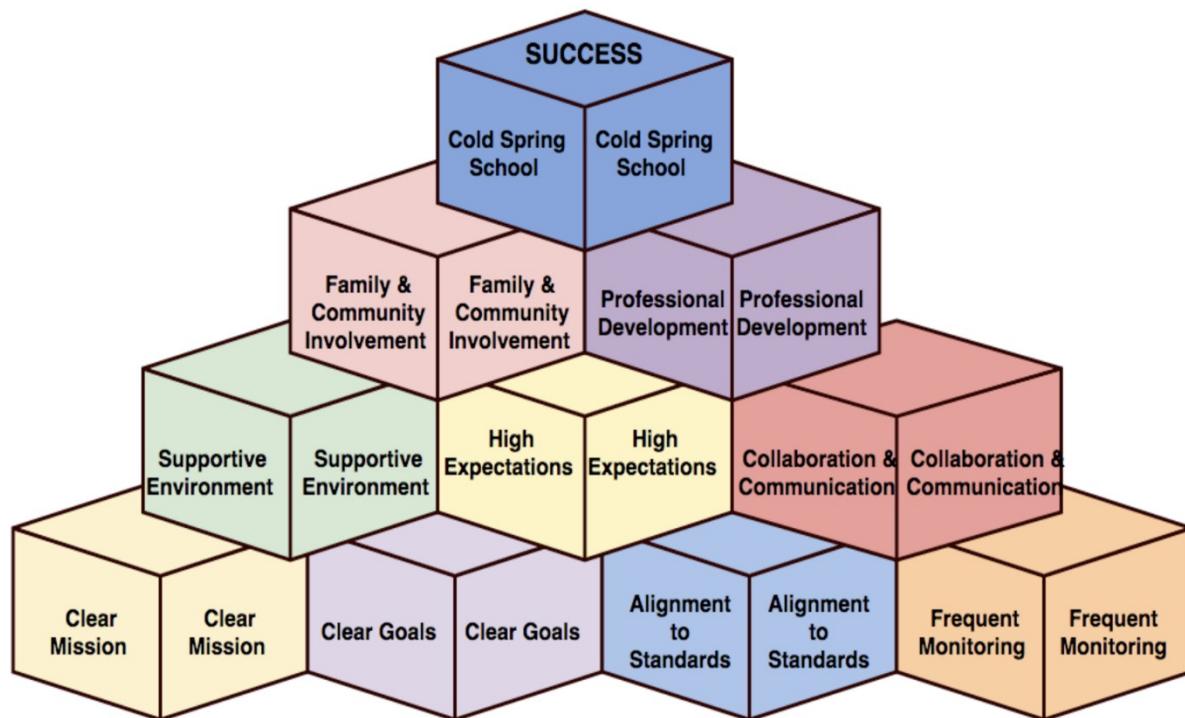
[View More Details ➔](#)

# Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

We are proud of our strong academic program that provides the students with a strong base in fundamental skills and concepts while promoting critical thinking skills, problem solving, and creativity. We are proud to be awarded the highest performing School District in the state of California in ELA and the second highest performing School District in the state of California in Math. These academic gains can be attributed towards the entire school community working to achieve the nine fundamental building blocks to Success! As the district continues to move forward, the district is committed to ensuring 100% of the student meet/exceed the standards by staying true to the nine fundamental building blocks.



# Building Blocks to Success

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

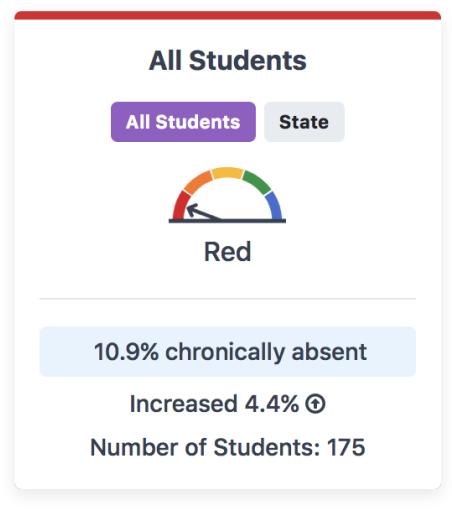
## Greatest Needs

The percentage of chronic absenteeism is above the county and state average. Many families take extended vacations during the school year. The superintendent/principal is making an effort to reduce this percentage to below 4% by enforcing the SARB process, intervention strategies that include letters to parents and conferences when patterns of attendance issues arise. In addition, the superintendent/principal brought forth a recommendation to the CSSD Governance Board to adopt a Board Policy that now allows for credit recovery through an Independent Study Contract when special circumstances arise.

### Chronic Absenteeism

#### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Referring to the California School Dashboard, 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

There were no performance gaps indicated on the California Dashboard. However, we will continue to identify and provide interventions for any student who is not meeting or exceeding standards in Math and/or ELA. The LEA will continue to provide before and after school reading and math tutoring as well as a reading intervention during the instructional day to improve the services for low-income students and English learners. The LEA does not have any foster youth.

# **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

## **Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

No schools within the LEA have been identified for CSI.

## **Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not Applicable

## **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not Applicable

# Annual Update

## LCAP Year Reviewed: 2018-19

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

All students in grades 3-6 will meet or exceed the ELA standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Metric/Indicator	Expected	Actual
<b>Metric/Indicator</b> Smarter Balanced Summative Assessment		<p>The students at Cold Spring School continue to score amongst the highest in Santa Barbara county and the state. The students increased significantly on the Smarter Balanced assessment from the previous year by making a 21.2 point gain in student achievement compared to the state average gain of 2.2 points. As a result, the Cold Spring School students are scoring 93.2 points above the state average. These gains in student achievement can be attributed to the classroom teachers, special education teacher and reading intervention teacher doing an EXCELLENT job meeting the individual needs of at-risk students through effective intervention strategies.</p>
<b>18-19</b> Ongoing formative assessments will identify students at independent and instructional reading levels. The assessment data will be used to inform instructional practices. Students needing additional support will be identified and provided additional assistance based on their needs. School-wide 3-6 students will increase their ELA performance by 2-3% as demonstrated on the ELA portion of the CAASPP.		<p>Conclusions based on this data: The percent of students meeting/exceeding the standards increased from 84% (2016-2017) to 92% (2017-2018) which is the highest percentage of students meeting the standards in the state of California from all school districts. This 8% increase in student data clearly illustrates how effective the Professional Learning Community process has been in creating intervention and enrichment lessons for all students as teachers plan their lesson in response to student data.</p> <p>The Cold Spring School Community is also proud to see the percent of students falling below the standard drop from 6.52% to 2.20%. Therefore, the</p>

## Expected

### Baseline

89% of students in grades 4-6 read at or above the California grade level standard.

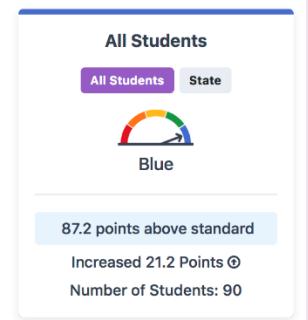
## Actual

intervention strategies and support provided by the classroom teachers, special education teacher and the reading specialist are effective. As well as the percent of students scoring above the standard increase dramatically from 51.09% to 58.24%. Therefore, teachers are doing an excellent job ensuring all students are being challenged at his/her level by providing enrichment lessons for slightly above grade level students.

### English Language Arts

#### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support 75% Reading Specialist who will provide ELD for English Learners and administer ELPAC testing.	Supported a 75% Reading Specialist who provided ELD for English Learners and administered ELPAC testing.	Reading Specialist, includes .75% increase & step & column 1000-1999: Certificated Personnel Salaries General Fund 01 71154	Reading Specialist Position, Including 2.5% increase & Step and Column Increase 1000-1999: Certificated Personnel Salaries Title I 12,202.00
		71154 (18.835%) + \$13350 Health Insurance 3000-3999: Employee Benefits General Fund 01 25435.66	Reading Specialist Position Health and Welfare Benefits 3000-3999: Employee Benefits General Fund 01 16796.44

		**Curriculum Materials 4000-4999: Books And Supplies General Fund 01 2000	Curriculum Materials (Reading Intervention License) 4000-4999: Books And Supplies General Fund 01 1,058.00
			Reading Specialist Position, Including 2.5% Increase and Step and Column 1000-1999: Certificated Personnel Salaries Title IV 8420.00
			Reading Specialist Position, Including 2.5% Increase and Step and Column 1000-1999: Certificated Personnel Salaries General Fund 01 28,050.44
			Reading Specialist Position, Including 2.5% Increase and Step and Column 1000-1999: Certificated Personnel Salaries Supplemental 23,718.31
			Reading Specialist Position Health and Welfare Benefits 3000-3999: Employee Benefits Supplemental 8,478.56
			Reading Specialist Position, Including 2.5% Increase and Step and Column 3000-3999: Employee Benefits Title IV 1580.00

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
75% FTE Reading Specialist support will be provided for students identified as reading at or below the California grade level standards.	75% FTE Reading Specialist support will be provided for students identified as reading at or below the California grade level standards	Duplicated, see Goal 1_action 1 1000-1999: Certificated Personnel Salaries General Fund 01 0	Duplicated, see Goal 1_action 1 0

		Duplicated, see Goal 1_action 1 3000-3999: Employee Benefits General Fund 01 0	Duplicated, see Goal 1_action 1 0
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### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Reading/writing professional development opportunities provided for teachers	Reading/writing professional development opportunities provided for teachers	Professional Development 5000-5999: Services And Other Operating Expenditures General Fund 01 12000	Professional Development 5000-5999: Services And Other Operating Expenditures General Fund 01 14,419.15
		Professional Development 5000-5999: Services And Other Operating Expenditures Title II 2310	Professional Development 5000-5999: Services And Other Operating Expenditures Title II 2,909.00

### 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.

Using the results of the Smarter Balanced Summative Assessment and formative assessments used throughout the year, teachers continued to identify students who are below the standards which is needed to then address appropriate interventions. The Reading Specialist provided one-one one or small group reading support to identified students in addition to the classroom teacher. The Reading Specialist also administered the ELPAC and DIBELS to identified students. In addition, the Reading Specialist and/or Superintendent/Principal was instrumental with the following:

- \* Reviewing grade level assessments for continuity between and among grades.
- \* Reviewing reinforcement materials and strategies for in-class support of students not meeting grade level standards.
- \* Reviewing Reading Specialist Support of students not meeting standards.
- \* Revising the intervention plan as needed
- \* Reviewing current programs and research effective supplemental materials.
- \* Utilizing the Benchmark Assessment System to assess student reading level.
- \* Creating time for grade levels/teams to assess writing samples using a rubric and anchor papers.
- \* Scheduling regular staff meetings/workshops/discussion groups/release time to share best practices.
- \* Collaborating with Upper and Lower Grade Level leads to support professional learning needs of teachers.

- \* Supporting and using the Lucy Calkins Reading and Writing program with fidelity.
- \* Providing Professional Learning to Teachers using the Lucy Calkins Writing Program through Literacy Partners.
- \* Supporting vertical and horizontal alignment in reading and writing.
- \* Providing a Lucy Calkins Writing Workshop to Parents in conjunction with Literacy Partners.
- \* Reviewing all materials in the adopted reading/language arts program that support skill instruction.
- \* Reviewing student achievement in the skill areas.
- \* Implementing instructional strategies to meet student needs.
- \* Reviewing current programs and research effective supplemental materials designed to meet Common Core Standards. \* Offering a once a week before school Writing Enrichment Class to support advanced/GATE students in grades 5-6.
- \* Offering a once a week after school Reading Enrichment class to all kindergarten students.
- \* Training Teachers, Staff and Parents with the Read Naturally intervention program.

In addition, a 2018-2019 Professional Learning plan was created to provide support to teachers around the following three priority goals:

1. Preparing students for life, learning and work in the 21st century,
2. Maintaining a high level of student engagement and attendance through a robust Specialist program,
3. Engaging students, families and the community to promote student success.

**Science:** Teachers began the school year by examining the Next Generation Science Standards, developing their instructional strategies for effective science learning, and continuing with the Amplify Science pilot in preparation for the approved science curriculum adoption from the California Department of Education in November of 2018. Once the adoption list was made available, the staff engaged in discussion around an official adoption which concluded with continuing an Amplify pilot for the 2019-2020 school year. The STEAM teacher and technology teacher worked with classroom teachers to enhance their knowledge of the computer science standards and engineering practices.

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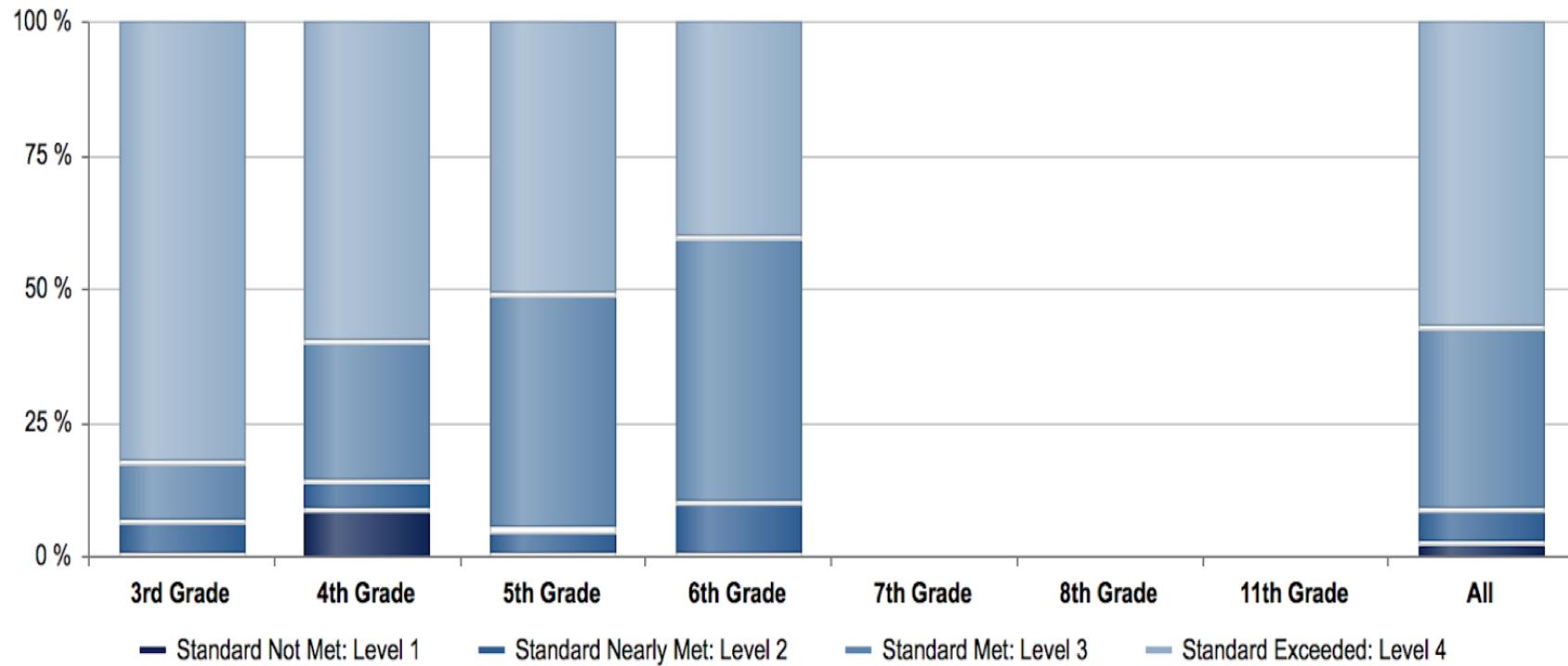
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**Music:** The music curriculum is designed to teach music literacy and music appreciation through vocal and instrumental training, Dalcroze movement strategies, Orff technique, and Kodaly solfège reading and singing.

# Smarter Balanced Results (2018)

## ENGLISH LANGUAGE ARTS/LITERACY

### Achievement Level Distribution



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

The Cold Spring School Community is also proud to see the percent of students falling below the standard drop from 6.52% to 2.20%. Therefore, the intervention strategies and support provided by the classroom teachers, special education teacher and the reading specialist are effective.

As well as the percent of students scoring above the standard increase dramatically from 51.09% to 58.24%. Therefore, teachers are doing an excellent job ensuring all students are being challenged at his/her level by providing enrichment lessons for slightly above grade level students.

This action has been effective. Regular student progress reports from the Reading Specialist identified student progress as well as areas that continued to require support. In grade level and team meetings, teachers reported reading improvement for students who were receiving reading support. Reading levels as identified by the Res. Learning STAR Reading metric showed improvement. It should be noted that there was effectiveness with EL learners as is outlined on Goal #5 as the school reclassified two English Language Learners.

## Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled 	20	24	27	24	N/A	N/A	N/A	95
# of Students Tested 	19	23	27	22	N/A	N/A	N/A	91
# of Students With Scores 	19	23	27	22	N/A	N/A	N/A	91
Mean Scale Score	2539.6	2545.7	2592.8	2610.6	N/A	N/A	N/A	N/A
 Standard Exceeded: Level 4 	84.21 %	60.87 %	51.85 %	40.91 %	N/A	N/A	N/A	58.24 %
 Standard Met: Level 3 	10.53 %	26.09 %	44.44 %	50.00 %	N/A	N/A	N/A	34.07 %
 Standard Nearly Met: Level 2 	5.26 %	4.35 %	3.70 %	9.09 %	N/A	N/A	N/A	5.49 %
 Standard Not Met: Level 1 	0.00 %	8.70 %	0.00 %	0.00 %	N/A	N/A	N/A	2.20 %

### English Language Arts/Literacy Scale Score Ranges

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no material difference in budgeted vs actual expenditures.

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.

This data along with other formative assessment data serves to inform the staff and reading specialist regarding the performance and needs of individual students for the coming year. We will continue to fund a literacy specialist. Based upon stakeholder input from all teachers, classified staff, parents and community members, the language to goal one has been changed to the following: All students in grades 3-6 will be performing at or above the California grade level standard as evidenced by the CAASPP assessment in ELA. Fully implement standards as observed by classroom observations. All students, including English Learners will have full access to the standards. The new language better reflects the vision for all students to be performing at or above grade level as evidenced by the CAASPP.

# Annual Update

## LCAP Year Reviewed: 2018-19

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 2

All students in grades 3-6 will be performing mathematically at or above the California grade level standard as evidenced by the CAASPP assessment. Fully implement standards as observed by classroom observations. All students, including English Learners will have full access to the standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

	Expected	Actual
<b>Metric/Indicator</b> CAASPP  <b>18-19</b> 80% of 3-6 students taking the CAASPP will be at or exceed standards as represented in the student report.  <b>Baseline</b> 71.4% of 4-6 students are performed at/above California grade level standards as evidenced by the CAASPP assessment.		<p>The students at Cold Spring School continue to score amongst the highest in Santa Barbara county and the state. The Cold Spring School students are scoring 125.5 points above the state average. The students increased significantly from the previous year by making a 23.4 point gain compared to the state average gain of 1.3 points. The dramatic gain in student achievement can be attributed to the classroom teachers and specialist teachers working in close collaboration to ensure critical math standards are incorporated into every specialist classroom through project based learning, before school math club enrichment support and small group, differentiated instruction in the classroom.</p> <p>Conclusions based on this data: The percent of students meeting/exceeding the standards on the Smarter Balanced assessment increased from 80% (2016-2017) to 90% (2017-2018) which is the second highest percentage of students meeting the standards in the state of California from all school districts. This 10% increase in student data clearly illustrates how effective the Professional Learning Community process has been in creating intervention and enrichment lessons for all students as teachers plan their lesson in response to student data as well as</p>

## Expected

## Actual

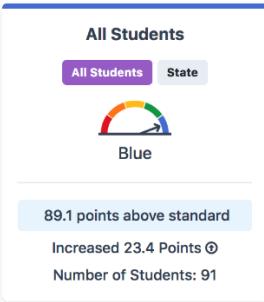
the close collaboration from classroom and specialist teachers around creating projects/lessons around critical standards.

The data clearly illustrates how effective the PLC process has been in creating intervention and enrichment lessons for all students as teachers plan their lesson in response to student data. The community is very proud to have ZERO students not meet the standards in math as the percent of students not meeting the standard dropped from 7.61% to 0.00%. The laser focused collaborative approach amongst classroom teachers and specialist teachers to create project based lessons built around critical math standards has proven to be an effective intervention and enrichment strategy as the percent of students scoring above the standard increased dramatically from 59.78% to 73.91%. Therefore, teachers are doing an excellent job ensuring all students are being challenged at his/her level by providing enrichment lessons for slightly above grade level students.

### Mathematics

#### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



## **Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### **Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continued Professional Development opportunities for teachers will include in-house release and collaboration time, workshop attendance, and consultant support.	Continued Professional Development opportunities for teachers included in-house release and collaboration time, workshop attendance, and consultant support.	Professional Development, Duplicated (see Goal 1_Action 3) FY 2018-19 5000-5999: Services And Other Operating Expenditures General Fund 01 0	Professional Development (See Goal 1- Action 3) 5000-5999: Services And Other Operating Expenditures General Fund 01 0

## **Analysis**

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

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

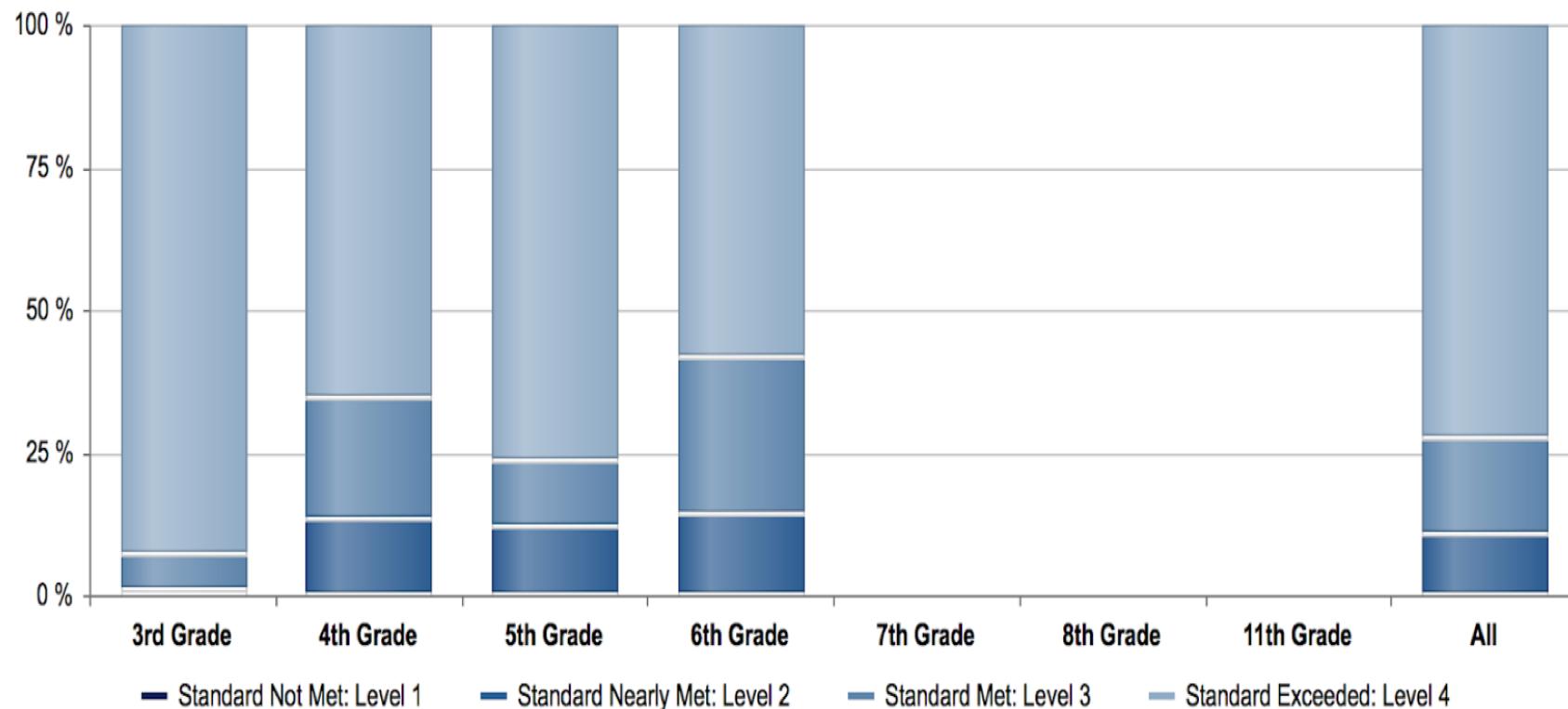
Using the results of the Smarter Balanced Summative Assessment and STAR Math formative assessments throughout the year, staff identified students who are basic and below and implemented an appropriate intervention plan.

- Reviewed grade level assessments for continuity between and among grades.
- Reviewed reinforcement materials and strategies for in-class support of students not meeting grade level standards.
- Utilized instructional aides to provide one-and-one and small group support as appropriate.
- Revised intervention plan as needed.
- Reviewed current programs and research effective supplemental materials and instructional strategies.
- Provided opportunities for staff to attend trainings and workshops to strengthen the implementation of the adopted primary and upper grade math programs.
- Allowed time at regularly scheduled staff/team/grade level meetings to discuss best practices in math instruction and to share successes and challenges.
- Offered a once a week before school Math Enrichment Class to support advanced/GATE students in grades 4-6.
- Offered twice a week after school tutoring to meet the needs of students.
- Offered once a week after school STEAM class to provide math extension/enrichment.
- Purchased supplemental Math curriculum to support high achieving/GATE students.
- Adhered to daily schedules that allow for and protect sufficient time in the morning for math instruction and practice.
- Scheduled specialists' classes and school events so as not to interfere with instructional time.

- Hired Instructional Assistants and/or a certificated tutor to support every classroom with differentiated instruction.
- Offer project based learning to students that utilize the NGSS Engineering practices.

## MATHEMATICS

### Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

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

Conclusions based on this data:

The data clearly illustrates how effective the PLC process has been in creating intervention and enrichment lessons for all students as teachers plan their lesson in response to student data.

The community is very proud to have ZERO students not meet the standards in math as the percent of students not meeting the standard dropped from 7.61% to 0.00%. The laser focused collaborative approach amongst classroom teachers and specialist teachers to create project based lessons built around critical math standards has proven to be an effective intervention and enrichment strategy as the percent of students scoring above the standard increased dramatically from 59.78% to 73.91%.

The staff continued to maximize mathematical instructional time which is indicated by student achievement growth. The staff continued to explore and develop additional learning activities that evaluated and integrated the use of technology to support instruction and student learning in mathematics. The staff continued to development instructional strategies including grouping, program planning, alternative learning situations that differentiate instruction to meet the needs of all students which include before school math club for students in grades 4-6.

## Mathematics Achievement Level Descriptors

### ▼ Data Detail - All Students (accessible data)

#### Overall Achievement

Achievement Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled ⓘ	20	24	27	24	N/A	N/A	N/A	95
# of Students Tested ⓘ	19	24	27	22	N/A	N/A	N/A	92
# of Students With Scores ⓘ	19	24	27	22	N/A	N/A	N/A	92
Mean Scale Score	2571.4	2564.2	2608.3	2621.8	N/A	N/A	N/A	N/A
■ Standard Exceeded: Level 4 ⓘ	94.74 %	66.67 %	77.78 %	59.09 %	N/A	N/A	N/A	73.91 %
■ Standard Met: Level 3 ⓘ	5.26 %	20.83 %	11.11 %	27.27 %	N/A	N/A	N/A	16.30 %
■ Standard Nearly Met: Level 2 ⓘ	0.00 %	12.50 %	11.11 %	13.64 %	N/A	N/A	N/A	9.78 %
■ Standard Not Met: Level 1 ⓘ	0.00 %	0.00 %	0.00 %	0.00 %	N/A	N/A	N/A	0.00 %

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no material difference in budgeted vs actual expenditures.

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.

The Math subtest results demonstrates areas of relative strength and weakness. These data along with other will serve to inform the staff regarding the performance and needs of individual students for the coming year.

# Annual Update

## LCAP Year Reviewed: 2018-19

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 3

The Superintendent/Principal will work with the Board to ensure that enrollment and staffing decisions are made that support small class size (a school-wide average of 20:1 or below). The District will provide highly qualified teachers and a well-maintained and safe learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 6: School Climate (Engagement)

Local Priorities: small class size

### Annual Measurable Outcomes

	Expected	Actual
<b>Metric/Indicator</b> Grade / classroom analysis of classroom enrollment data and Williams Report <b>18-19</b>	<p>1. Financial appropriations will be made to adequately support hiring staff to keep the school-wide average class size at 20:1 or below.</p> <p>2. 100% of teachers will be highly qualified as reported through the Williams Act.</p> <p>3. Students will report "connectedness" and engagement in student surveys.</p>	<p>1. Financial appropriations have been made to adequately support hiring staff to keep the school-wide average class size at 20:1 or below.</p> <p>2. 100% of teachers are highly qualified as reported through the Williams Act.</p> <p>3. Fifth and Sixth grade students reported "high connectedness" and engagement in student surveys. Q11. "My teachers want me to succeed." 97.67%</p> <p>According to the student survey Small Class Size was ranked third regarding what students think is the most important in affecting student success at Cold Spring School. Students ranked the following of importance to them:</p> <ol style="list-style-type: none"><li>1. Specialist Programs (4.36)</li><li>2. Classroom Aides (4.30)</li><li>3. Small Class Size (4.10)</li><li>4. After School Enrichment (3.21)</li><li>5. Dolphin Center (1.86)</li></ol>

## Expected

### Baseline

2016-17

K-6 -- 17.6:1

K -- 16.5:1

1 -- 14:1

2 -- 19:1

3 -- 22:1

4 -- 13:1 for am // 26:1 for pm

5 -- 23:1

6 -- 25:1

## Actual

The strong majority of stakeholders reported on the LCAP survey (116 stakeholders) that the following strongly impacts/somewhat impacts student achievement:

Q11. Utilizing instructional assistants to provide small group and individualized instruction. 96.15%

Q12. Maintaining small class size. 97.09%.

\*98.85% of the stakeholders reported on the LCAP survey that the school is a supportive and inviting place for students to learn (Q28).

The school wide average class size remains below the 20:1 average with a 19.1:1 student to teacher ratio.

### 2018-2019 Student Enrollment

Grade/Teacher	Total Students
K	25
1 <sup>ST</sup>	18
2 <sup>ND</sup>	16
2 <sup>ND</sup>	15
3 <sup>RD</sup>	14
3 <sup>RD</sup>	14
4 <sup>TH</sup>	21
5 <sup>TH</sup>	25
6 <sup>TH</sup>	24
<b>Total</b>	<b>172 Students</b>

### Average Class Size

Grades	Students	Classes	Average
K,1,2,3	102	6	17.0
4,5,6	70	3	23.3
K-6	172	9	19.1

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The recommendation to the Board will be to provide funding for classroom staffing at a 20:1 school-wide for the current year, and a 1:1 ratio of instructional assistants to teachers (not including art aide), including the cost of benefits.	Funding was provided for classroom staffing at a 20:1 school-wide for 2017-18, and a 1:1 ratio of instructional assistants to teachers (not including art aide), including the cost of benefits.	Teacher Salaries 1000-1999: Certificated Personnel Salaries General Fund 01 1,097,271.82  Teacher Benefits 3000-3999: Employee Benefits General Fund 01 417,771.62  Instructional Assistant Salaries 2000-2999: Classified Personnel Salaries General Fund 01 157,896.65  Instructional Assistant Benefits 3000-3999: Employee Benefits General Fund 01 42,403.15	TK-6 Grade Teacher Salaries 1000-1999: Certificated Personnel Salaries General Fund 01 874691.1  TK-6 Grade Teacher Benefits 3000-3999: Employee Benefits General Fund 01 309311.15  Instructional Assistants' Salaries 2000-2999: Classified Personnel Salaries General Fund 01 167519.87  Instructional Assistants' Benefits 3000-3999: Employee Benefits General Fund 01 33680.83

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will recruit and retain highly qualified teachers to fill instructional vacancies	The District retained highly qualified teachers.	\$0	0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The superintendent/principal will conduct an annual survey with students in grades 5 to 6 along	The superintendent/principal conducted an annual survey with	California Healthy Kids Survey 5800: Professional/Consulting Services And Operating	California Healthy Kids Survey 5000-5999: Services And Other

with a survey and discussion on student council.

students in grades 5 to 6 along with the input from student council.

Expenditures General Fund 01  
300

Operating Expenditures General Fund 01 545.00

## 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.

The superintendent/principal worked with the HR department and the Business office to ensure class size remained low by recruiting highly qualified instructional assistants to fill vacancy positions. We did achieve the goal of 20:1 or less. The superintendent/principal worked with the student council and the sixth grade teacher to create a student survey to be administered to students in grades 5-6. Highly qualified teachers were implemented. Efforts were made to improve student achievement as detailed in Goals #1 and #2.

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

Class size remained low with one instructional assistant in every classroom. Feedback from some parents and staff indicated that the kindergarten class would have benefited from having fewer students, to facilitate best teaching practices and differentiation. However, we effectively reduced the student/teacher ratio in these classes by adding additional instructional assistant in the classroom.

This action was effective and provided highly qualified teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences between budgeted expenditures and estimated actuals are the result of the specialists being reported separately in goal six, action one.

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.

Because of the success of the smaller class size and input for parent, teacher and student surveys this goal will remain in the new plan.

# Annual Update

## LCAP Year Reviewed: 2018-19

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 4

Cold Spring will provide an integrated K-6 STEAM (i.e., Science, Technology, Engineering, Arts, Math) program aligned with NGSS standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

#### Expected

##### Metric/Indicator

1. Student completion of project-based activity
2. 5th grade CAST (California Science Test)
3. State Self Reflection Tool

##### 18-19

1. Each K-6 student will complete a STEAM project and present it to their regular classroom teacher and family.
2. Students take the CAST and provide baseline data.

##### Baseline

During the 2017-18 School Year we will establish a baseline.

#### Actual

Every K-6 student completed many STEAM projects throughout the school year. A Maker Faire was conducted in November 2018 that showcased to the community a completed STEAM project from every student. The following link shows highlights from the Maker Faire and fall STEAM projects: <https://animoto.com/play/yeBYJFx5Ti8ko1GOw06uig>

The LCAP Community Survey indicated that 100% of respondents believe providing a K-6 STEAM program to support engineering and design thinking impacts student achievement (Q9).

On December 10, 2018, CDE released the results from the 2018 administration of the CAST field test and CAA-Science Year 2 Pilot. The results include a "preliminary indicator." Preliminary indicators offer a general indication of student content knowledge. The results include a percent of items answered correctly on machine-score items and an indicator category. They are not scale scores and are NOT achievement levels. The scores are also not comparable between students, schools, or LEAs, as not all students took the same test. It is important to remember that 2017/18 was a field test

## Expected

## Actual

year. This means that the test was still in development when it was administered to our students. This is normal. CDE is fulfilling a requirement by the federal government. Therefore, the school district will be using the 2018-2019 CAST results to serve as a baseline data point.



## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
An integrated STEAM program along with project-based learning will be provided for all K-6 students. Additionally, the District will administer the CAST assessment.	An integrated STEAM program along with project-based learning was provided for all TK-6 students. Additionally, the District administered the CAST assessment.	STEAM Teacher Salary 1000-1999: Certificated Personnel Salaries General Fund 01 97,416.18  STEAM Teacher Benefits 3000-3999: Employee Benefits General Fund 01 34,346.14  ***NGSS Science Curriculum Adoption 4000-4999: Books And Supplies General Fund 01 25000  ***Project-Based Learning Science Material 4000-4999: Books And Supplies General Fund 01 16000  ***Community partnerships that enhance the science program (Westmont, MOXI, etc.) 5000-5999: Services And Other Operating Expenditures General Fund 01 1000	STEAM Teacher Salary, Including 2.5% Pay Increase 1000-1999: Certificated Personnel Salaries General Fund 01 99851.00  STEAM Teacher Benefits 3000-3999: Employee Benefits General Fund 01 35789.06  NGSS Science Curriculum Adoption (Restricted Lottery Funds) 4000-4999: Books And Supplies Lottery 9535.64  Project-Based Learning Science Materials and Supplies 4000-4999: Books And Supplies General Fund 01 13914.75  Community partnerships to enhance the science program (MOXI Museum) - EduCraft 5000-5999: Services And Other Operating Expenditures General Fund 01 1318.75  STEM Professional Development 5000-5999: Services And Other Operating Expenditures General Fund 01 1778.14

## 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 students engaged in a once a week engineering rotation in the STEAM room. The STEAM teacher developed lessons which met the engineering standards of the NGSS while also targeting the CCSS students had difficulty attaining. STEAM sessions provided an opportunity for the STEAM teacher to model project based teaching strategies for the classroom teachers, while also providing rich engineering opportunities that benefit from the support of an additional teacher.



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

Both formally through a student survey, and informally students reported out that the STEAM class is one of their favorite classes. Students ranked the CSS Specialist programs as most important in affecting student success at Cold Spring School. The student maker fair projects displayed in November 2018 was a way for the community to view every students individual project aligned to the NGSS and Common Core Standards.

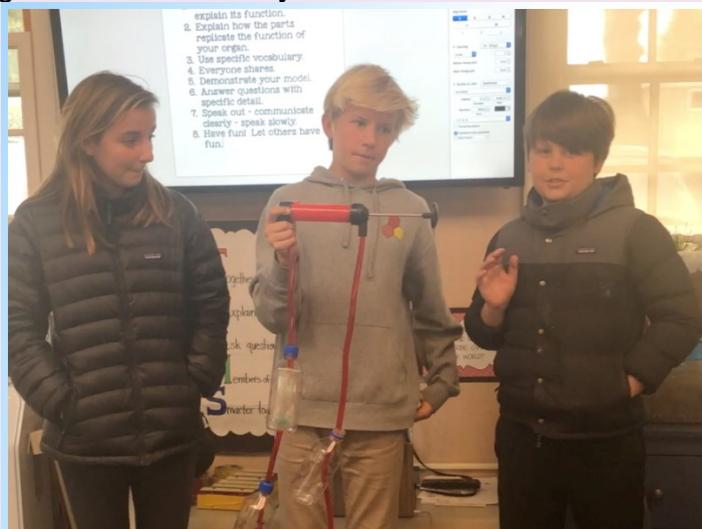


Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference in expenditures is due to the timing of the purchase and full adoption of the Science Amplify textbooks. Orders have been placed for the remaining textbooks.

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.

Because of the success of the STEAM program, the position title and model of support will not change. The STEAM program will continue to be seen as a bright spot throughout the community.



# Annual Update

## LCAP Year Reviewed: 2018-19

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 5

All English Learners will show progress toward reclassification and become reclassified within 4 years of entry into Cold Spring School.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

	Expected	Actual
<b>Metric/Indicator</b>		
CELDT (ELPAC) CAASPP Reclassification Rate		Three students were identified as English Language Learners, two students were reclassified as Fluent English Proficient. These two students met the criteria to be reclassified. This leaves the district with one English Language Learner in grade four.
<b>18-19</b>	<p>1. As measured by the ELPAC, the Fountas and Pinnel Basic Skills Assessment, and the CAASPP and STAR Reading Assessment. Students identified as English Learners will make progress toward redesignation. All English Learners will be reclassified within 4 years of their entry into Cold Spring School.</p> <p>2. Students that have been reclassified (RFEP) will be monitored relative to their academic progress to ensure they maintain their proficiency.</p>	
<b>Baseline</b>	<p>There is no baseline as there is an insufficient sample size and the baseline would expose individual students and their performance. According to preliminary data, at this time one student has not been reclassified.</p>	

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Reading specialist assesses English learners and works with them to ensure they progress in literacy and English language development	The reading specialist assessed and progressed monitored the English Language Learners. In addition, she worked with the students to ensure they made great progress in literacy and English Language Development.	Reading Specialist *Of the total salary and benefits a portion will be financed from the general fund, \$10,904. 1000-1999: Certificated Personnel Salaries Supplemental \$23,718.31	See Goal 1, Action 1; Reading Specialist Funding fully identified in that Goal; Duplicate of Goal 1 Action 1. 1000-1999: Certificated Personnel Salaries N/A
		Reading Specialist (Benefits) *Of the total salary and benefits a portion will be financed from the general fund, \$10,904. 3000-3999: Employee Benefits Supplemental \$8,478.56	See Goal 1, Action 1; Reading Specialist Funding fully identified in that Goal 3000-3999: Employee Benefits N/A
		****STAR Reading Assessment 4000-4999: Books And Supplies General Fund 01 \$1500	Star Reading Assessment 4000-4999: Books And Supplies General Fund 01 1807.00

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Annually and throughout the year RFEP students will be monitored by the Reading Specialist on their academic progress and proficiency to ensure there is no regression.	Annually and throughout the year RFEP students were monitored relative to their academic progress and proficiency to ensure there was no regression.	\$0	0

## Analysis

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

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

The ELPAC was administered to EL Students as well as baseline and benchmark reading assessments. The assessments were used to create appropriate interventions and support when needed.

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

The goal within Cold Spring School District is to be sure that any student that has been here for a 4 year period has progressed to reclassification during that time. The goal has been effectively implemented as the school reclassified two students as Fluent English Proficient with one student remaining. This action was effective as current students are progressing through the EL program and being reclassified within four instructional years; The material difference noted in the budget is associated with moving or carrying the expenditure in Goal 1, Action 1. The reading specialist position is funded partially by Supplemental Funds and partially by a general fund expenditure. The activites of the Reading Specialist are focused on activities in this Goal and in Goal 1.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences bewtween the budgeted expenditure and estimated actual expenses. The Reading Specialist is now identified in Goal 1, Action 1.

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.

At this time, the EL program is highly effective with two students reclassified and the other student is making good progress towards the reclassification goal.

# Annual Update

## LCAP Year Reviewed: 2018-19

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 6

The Cold Spring budget, with the CSSD Foundation financial support, will continue to support specialists in technology, PE, art, library, and music.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)  
Priority 3: Parental Involvement (Engagement)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)  
Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

	Expected	Actual
<b>Metric/Indicator</b> 1. Suspension / Expulsion Data 2. Student Attendance Data 3. Parent Survey	<b>18-19</b> The effectiveness of our Specialist Program will be measured by maintaining student engagement as indicated by zero suspension and expulsion rate, regular attendance, low absenteeism, parents reporting that it is a priority.	Conclusions based on this data: The percentage of chronic absenteeism is above the county and state average at 10.9%. Many families take extended vacations during the school year. In addition, the school and neighborhood experienced numerous mandatory evacuation orders due to the Thomas Fire, Debris Flow and following rainstorms. The superintendent/principal is making an effort to reduce this percentage to below 4% by enforcing the SARB process, intervention strategies that include letters to parents and conferences when patterns of attendance issues arise. In addition, the superintendent/principal brought forth a recommendation to the CSSD Governance Board to adopt a Board Policy that now allows for credit recovery through an Independent Study Contract when special circumstances arise.

## Expected

### Baseline

1. 0% suspension / expulsion per CA Dashboard
2. 4.4% absence rate (all absences) for 2017
3. 37% in top priorities on 2017 Parent Survey

## Actual

Cold Spring School maintains a zero expulsion and suspension rate which can be attributed to students feeling connected and safe at school.

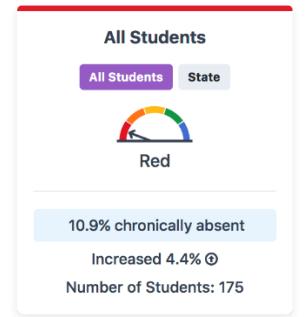
The strong majority of stakeholders reported on the LCAP survey (116 stakeholders) that the following strongly impacts/somewhat impacts student achievement:

- Q9. Providing a K-6 STEAM program to support engineering and design thinking. 88.76%
- Q14. Providing a 1:1 technology rich learning environment in grades 2-6. 88.64%
- Q16. Providing highly qualified credentialed specialist teachers. 100%
- Q17. Continuing to provide PE, Art, Music, Technology and Library during the school day. 100%
- Q21. Monitoring chronic absences from school (18 days). 87.36%
- Q22. Maintaining zero suspensions and expulsions. 88.51%

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to fund the salaries, benefits, and supplies for art, music, library, PE, and technology	Continued to fund the salaries, benefits, and supplies for art, music, library, PE, and technology	Music, Art, Tech, Library Salaries are included in Goal 1,3, & 4. this is a duplicate. 1000-1999: Certificated Personnel Salaries General Fund 01 0	Salaries for Specialists for Music, PE, Technology and Library (STEAM Noted Above) 1000-1999: Certificated Personnel Salaries General Fund 01 125227.17
		Music, Art, Tech, Library Benefits 3000-3999: Employee Benefits General Fund 01 0	Benefits for Specialists, including Music, PE, Technology and Library (STEAM noted above) 3000-3999: Employee Benefits General Fund 01 95171.00
		Art Assistant Salary only. ***PE Assistant position not included. 2000-2999: Classified Personnel Salaries General Fund 01 9904.08	Art Instructional Aide Position 2000-2999: Classified Personnel Salaries General Fund 01 7576.70
		3000-3999: Employee Benefits General Fund 01 2405.30	Art Instructional Aid Employee Benefits 3000-3999: Employee Benefits General Fund 01 623.55
			Salaries for Specialists for Music, PE, Technology and Library (STEAM Noted Above) - funded by donations from the Cold Spring Education Foundation (This is in addition to the General Fund expenditure above. 1000-1999: Certificated Personnel Salaries Other 125000

## **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.

This action/service was fully implemented with the combined general fund contribution and the Foundation grant that were able to support the art, music, PE, technology, Library and music specialists.

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

Physical Education and Health: The Physical Education program prepares children to be physically and mentally active, fit and healthy for life. According to the 2017-2018 California Physical Fitness Report, all of the grade five students scored within the Healthy Fitness Zone in aerobic capacity.

This action/service was effective as measured by maintaining student engagement, zero suspension and expulsion rate, regular attendance, as measured by CALPADS. Because of the natural disasters that occurred during the year, it is impossible to measure the absenteeism rate. Parents report that the Specialist Program is a local priority and the Foundation continues to provide financial support to keep the program operational.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Cold Spring School Foundation, a 501.c.3 nonprofit organization, donated approximately \$125,000 in support of specialists' programs in art, library, music, physical education, and technology. The differences noted above are associated with the identification of the expenditures in Goal 3 Action 1 in prior years now being identified here.

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.

No significant changes will be made to this goal.

# Annual Update

## LCAP Year Reviewed: 2018-19

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 7

Parents and community are provided additional opportunities for involvement and input into the decision-making process with efforts made by the Superintendent/Principal in the area of a School Site Council/LCAP Advisory Committee with various stakeholder groups in compliance with CDE regulations and protocols. The SSC/LCAP Advisory Committee will hold regularly scheduled meetings with a record of their actions.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)  
Priority 3: Parental Involvement (Engagement)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 6: School Climate (Engagement)

Local Priorities:

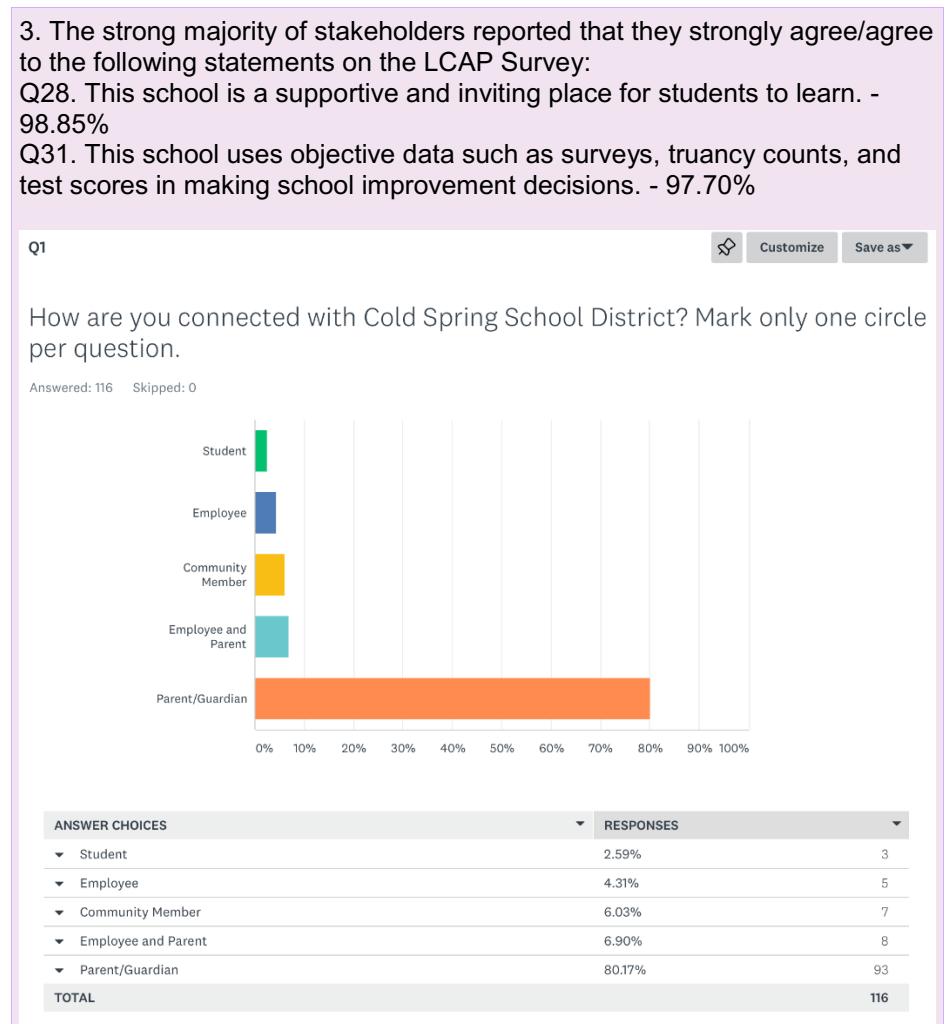
### Annual Measurable Outcomes

	Expected	Actual
<b>Metric/Indicator</b> Annual Parent LCAP survey along with comparison analysis to the prior year  <b>18-19</b> 1. At least 50% of the parents of Cold Spring will participate in the annual survey. 2. A majority of parents will report on the Parent LCAP Survey that they were provided adequate ongoing communication and opportunity for input into the LCAP process.  <b>Baseline</b> See attached parent survey results for 2017 indicating areas of growth for the 2017-18 School Year.		<p>1. 93 parents, 13 employees, and 7 community members participated in the annual LCAP survey. (116 people). Therefore, more than 50% of the parents participated in the annual survey. The percentage of parents who said they were provided adequate communication and opportunity for input into the LCAP process is not available.</p> <p>2. In the summer/fall of 2017, the Superintendent / Principal implemented a new internal communication portal, ParentSquare, which has been an effective communication tool with parents and the community. The CSSD website continues to get updated with improvements to communication, monthly stakeholder engagement principal coffee's were conducted by the principal to ensure effective communication and input in the decision making process. In addition, the Site Council/LCAP Advisory Committee meets monthly to provide input on district decisions.</p>

## Expected



## Actual



## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to encourage parents and community to volunteer, participate in Parent Club, School Site Council, run for Board position, serve on Foundation, volunteer in classroom, participate on committees as appropriate	Parents continued to receive weekly electronic newsletters (Wednesday Word) informing them of calendar events and opportunities to be involved through the newly implemented parent portal ParentSquare.	No Cost	Principal's Coffees - Community invited to school presentation and opportunity to ask questions about school activities and operations 4000-4999: Books And Supplies General Fund 01 276.72
Continue to have family/community events throughout the year (Fall Festival, Track Meet, Fall, Winter, and Spring Sings, Musical Production, Art Faire, etc.)	Monthly Principal coffee meetings were held to answer community questions and address concerns.  Parents were e-mailed Board agendas prior to meetings. The Board established communication protocols. Participation opportunities on committees as appropriate were provided to parents. Parent educational and engagement workshops were offered throughout the school year.		Movie Night - Community invited to drop-off children for the evening to watch a movie; designed to encourage sense of community 4000-4999: Books And Supplies General Fund 01 79.64
			Parent Workshop series surrounding the debris flow disaster and disaster preparedness; Designed to provide community support and school envolement 4000-4999: Books And Supplies General Fund 01 59.22
			Day of Kindness Event for Students and Community 4000-4999: Books And Supplies General Fund 01 56.77
			Light the Night Event in Commemoration of Debris Flow Disaster 4000-4999: Books And Supplies General Fund 01 229.35

			Track & Field Competition for student athletics 4000-4999: Books And Supplies General Fund 01 1000.00
			Winter Sing Student Music Performance - Supplies and Materials to support student performance 4000-4999: Books And Supplies General Fund 01 754.12

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A School Site Council will meet regularly in compliance with CDE regulations and protocols. The SSC will hold regularly scheduled meetings with a record of their actions. Continue LCAP advisory function.	A School Site Council meets regularly in compliance with CDE regulations and protocols. The SSC holds regularly scheduled meetings with a record of their actions. In addition, The School Site Council members also serve as the LCAP Advisory Committee.	No Cost	No Cost 0

## Analysis

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

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

ParentSquare, a 21st century school-home communication platform, was launched in August 2017 to better connect the Cold Spring School and families more effectively and frequently through two-way group messaging and private conversations as well as to invite families to actively take part in opportunities concerning their children with volunteer requests, surveys and RSVPs. The superintendent/principal sends out a weekly Wednesday message updating parents on the latest happening of the school. All the Cold Spring staff and families are currently enrolled in ParentSquare. Therefore, the superintendent, teachers and staff are able to reach all stakeholders.

In addition to providing a communication platform, the school committed towards providing parent education nights to support the school-home connection around the core curriculum in the following academic/social-emotional areas: Trauma and Recovery, Reading, Writing, Cybersecurity and Parent Engagement/Involvement. The School Site Council (SSC)/LCAP Advisory Board—comprised of parents and staff — meets monthly to monitor and recommend improvement for the school's academic program. The SCC supports parent participation in decision-making around the SARC, School Safety Plan, California Dashboard, LCAP and School Site Plan. The Superintendent/Principal holds monthly parent meetings to solicit input in schoolwide decision making around the district LCAP.

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

The overall effectiveness of the actions/services have resulted in the strong majority of stakeholders reported that they strongly agree/agree to the following statements on the Parent LCAP Survey which indicates a strong school climate and culture.

Q28. This school is a supportive and inviting place for students to learn. - 98.85%

Q31. This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions. - 97.70%

Q33. This school facilitates parent involvement. - 98.85%

Q34. This school encourages parents to be active partners in educating their child. - 98.85%

Q35. Teachers at this school communicate with parents about what their children are expected to learn in class. - 96.51%

Q36. Parent feel welcome to participate at this school. - 96.55%

Q38. This school is a safe place for students. - 98.85%

Q39. This school has clean and well-maintained facilities and property. - 95.40%

Q40. Cold Spring School collaborates well with community organizations. - 98.85%

Q41. Cold Spring School emphasizes helping students with their social, emotional, and behavioral problems. - 88.37%

Parents played an integral role in every aspect of the school program. Parents volunteered to assist in the classrooms, organize class activities, and support the teachers. The Parent Club actively supported the school community by sponsoring social events, welcoming new families, and raising funds to provide classroom learning materials. The Safe Routes to School Committee promotes a safer neighborhood for the students and their families to walk and ride bikes to school, and schedules numerous safety programs (bike rodeo, assemblies) for the students. The Green Committee support the school composting program and book exchange. The Wellness Committee supports healthy food choices during school events, the 100-mile running club program and the recess before lunch program.

The Cold Spring School District created a fifth and sixth grade school climate survey that was used to measure student perceptions of school safety and connectedness. The survey results indicated that 96.4% of the students feel safe at school. These results can be attributed towards staff conducting monthly emergency drills to ensure all staff and students feel prepared for an emergency situation. The survey results also indicated that 97.67% of the students feel like teachers and staff care about their success in school. A priority goal for the teachers and staff at Cold Spring School District continues to be to ensure all students feel connected to their teacher and

staff. The survey results reflect the importance and priority teachers and staff place on ensuring students feel valued in the classroom and school. The survey results indicate that the majority of students place high value on Art, Music, PE, STEAM and Technology. Cold Spring School District maintains a zero expulsion and suspension rate which can be attributed to students feeling connected and safe at school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This is a new goal that was added to capture relevant expenditures that were not previously identified in the LCAP.

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.

No changes to goal 7 will be made.

# Stakeholder Engagement

LCAP Year: 2019-20

## 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 Annual Review and 2019-20 Planning Activities

Cold Spring School District is a small, one-school school district that serves 172 TK-6 students. The School Site Council has elected members from the staff, parent, and community stakeholder groups and acts as the LCAP Advisory committee. The Superintendent/Principal holds monthly “Principal’s Coffee” morning meetings to invite parents and community members to participate with input for the LCAP process, CA Dashboard, or so that any relevant communication can be presented to the greater community.

The Superintendent/Principal meets with the Cold Spring School District Governing Board at regular monthly public meeting sessions. During these meetings the Superintendent/Principal works with the Board to develop LCAP goals.

### Fall

- The Superintendent/Principal presented a Professional Learning Plan to the School Site Council. This plan is formulated with the three priority goals for the 2018-19 School Year.
- The Superintendent/Principal describes the LCAP involvement process to members of the School Site Council and their role as the LCAP Advisory Committee.
- The Superintendent/Principal presented information regarding the California Dashboard to the School Site Council at a meeting. The same presentation was given to the Governing Board at a Regular Board meeting and to the Parent/Community at a Principal’s Coffee.
- Community input and support was received from the Cold Spring School Foundation regarding how to enhance the Library, STEAM, Art, Music, Technology and PE programs. In response, the school received additional funds to support the third grade lease to own program.
- The Superintendent/Principal presented the Montecito Association an update on school programs and events.
- The Superintendent/Principal presented to the Cold Spring School Foundation priority needs regarding the Specilaist programs.

## Winter

- The LCAP Community Survey was developed with input and feedback from School Site Council, Cold Spring School Staff, and the parent/community during meetings put together by the Superintendent/Principal.
- The LCAP Community Survey was given to staff, parents, and district community members in order to get as input as possible from various stakeholder groups.
- The Governing Board was given an update on the progress of the LCAP at their Regularly scheduled Board meeting.
- The Superintendent/Principal presented the Montecito Association an update on school programs and events.
- The Superintendent/Principal worked with the Cold Spring School Foundation and the community to raise the necessary funds to ensure small class size, instructional assistants and the specialist programs.
- The Superintendent/Principal served as an advocate for relief funding and support to the California Education Assembly committee in Sacramento as she was asked to give her testimony.

## Spring

- The Superintendent/Principal held meetings with the various Stakeholder groups (School Site Council, Parent/Community, and Staff) for feedback for the LCAP.
- The Superintendent/Principal presented a draft of the 2019-20 LCAP to the Governing Board for their review.
- The 2019-20 LCAP draft is available for public inspection and review.
- A Public Hearing for the Draft 2019-20 LCAP is held at a Special Session Board meeting.
- The 2019-20 LCAP is approved by the Board at their Regular Board meeting.
- The Superintendent/Principal held a staff LCAP input meeting.
- The Superintendent/Principal presented the Montecito Association an update on school programs and events.
- On Tuesday, May 7, 2019, the Superintendent/Principal communicated the LCAP Goals during her principal's coffee.
- The Superintendent/Principal served as an advocate to increase LCFF funding to Assembly members in Sacramento during Legislative Action Day.
- The CBO and Superintendent met with every classroom teacher to identify textbooks, materials and supplies needed for the 2019-2020 school year.
- The Certificated Teacher's representative was consulted regarding staffing and the process for adding an additional FTE.

## School Site Council/LCAP Advisory Committee:

9/13/18—Discussion of SSC future agenda items including LCAP, Safety Plan, Site Plan, and CA Dashboard

10/17/18—Superintendent/Principal presents the Updates California Dashboard; LCAP Update. 11/7/18—Title I, Title II, and Title IV Update; LCAP Update

12/7/18—Superintendent/Principal presentation of School Plan for Student Achievement for SSC approval; discussion of LCAP goals as they relate to absenteeism, test scores, and school climate.

2/13/19 – Reviewed the new LCAP requirements and Templates for Districts; Stakeholder input into our LCAP Parent, Teacher, and Student Survey; Stakeholder input into LCAP Priority Goals

3/13/19—Reviewed the LCAP Survey results and the 5th and 6th grade School Climate and Culture Survey

4/11/19 – LCAP Planning Session

5/8/19 – Reviewed Draft 2019-2020 LCAP

Principal's Coffee:

9/4/18—Professional Learning Plan, addressing how it supports the three priority goals for 2018-19 school year.

3/5/19— LCAP Community Survey- input from parents/community

4/2/19— Reviewed the LCAP Survey results with parents/community members

5/7/19— Reviewed the Draft 2019-2020 LCAP with stakeholders

Board Meetings:

10/8/18—Update on LCAP; CA Dashboard presentation.

12/10/19—Update on LCAP; Chronic Absenteeism, approved a credit recovery Board policy.

3/14/19—LCAP Annual Update, Survey, and 2019-20 Budget Projections

5/13/19 — Reviewed the 2019-20 Draft LCAP with the Board

6/6/19 — Scheduled a 2019-20 LCAP draft available for public inspection and review

6/10/19 -- Scheduled a Public Hearing for the Draft 2019-20 LCAP held at a Special Session Board Meeting.

6/11/19— Scheduled the 2019-20 LCAP for approval by the Board at their Regular Board meeting.

Other:

5/6/19 – Reviewed with SELPA director how to obtain a School Psychologist that is an intern.

5/10/19 - Reviewed the DRAFT 2019-2020 LCAP with Staff

5/15/19 - Reviewed the LCAP and consulted the SELPA director regarding district goals.

5/15/19 - Consulted the SELPA director regarding professional development offering s for staff to support Trauma Informed Practices for the 2019-2020 school year as well as obtaining a highly qualified school psychologist.

5/24/19 - The CBO and Superintendent met with every classroom teacher to identify textbooks, materials and supplies needed for the 2019-2020 school year, which includes the certificated teachers representative.

## **Impact on LCAP and Annual Update**

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

There were 116 respondents to the LCAP survey that was sent to parents, staff and the community -- which showed consistent participation from the 2018 LCAP survey with 125 respondents. Results demonstrated that the top local priorities remain the same: Teacher Quality, small class size, and specialist program. Parents also value opportunities for Parent Involvement. Impact on the 2018-19 LCAP was to continue to have these as local priority goals.

Student survey results were very similar to parent survey results: top two priorities were the Specialists Programs and Classroom Assistants. These results reinforced the significance of our local priority goals.

Additionally, it should be noted that there is typically very strong parental support in this school that manifests itself through such groups as the Cold Spring School District Education Foundation and others that contribute significant portions of economic resources to this District/School.

More of a focus has been placed on looking at the data in the California Dashboard than on new ideas. The Chronic Absenteeism indicator is in the red due to various reasons in and outside of our control. In addition to the superintendent/principal reinforcing the SARB process, a Board policy was approved to support a credit recovery option. The data in the California Dashboard shows the Cold Spring School District as the highest performing district in the State in ELA and the second highest performing district inn Math. The data reinforces the effectiveness of the LCAP and tells us we are on the right track.

# 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)

Modified Goal

## Goal 1

All students in grades 3-6 will be performing at or above the California grade level standard as evidenced by the CAASPP assessment in ELA. Fully implement the standards as observed by classroom observations. All students, including English Learners will have full access to the standards.

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

State Priorities: Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Identified Need:

92% of students in grades 3-6 are meeting or exceeding the ELA standard based upon the CAASPP data.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Smarter Balanced Summative Assessment	89% of students in grades 4-6 read at or above the California grade level standard.	Ongoing formative assessments will identify students at independent and instructional reading levels. The assessment data will be used to inform instructional practices. Students needing additional support will be identified and provided additional assistance based on	Ongoing formative assessments will identify students at independent and instructional reading levels. The assessment data will be used to inform instructional practices. Students needing additional support will be identified and provided additional assistance based on	Ongoing formative assessments will identify students at independent and instructional reading levels. The assessment data will be used to inform instructional practices. Students needing additional support will be identified and provided additional assistance based on

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		their needs. School-wide 4-6 students will increase their reading performance as demonstrated on the ELA portion of the CAASPP.	their needs. School-wide 3-6 students will increase their ELA performance by 2-3% as demonstrated on the ELA portion of the CAASPP.	their needs. School-wide 3-6 students will increase their ELA performance by 2-3% as demonstrated on the ELA portion of the CAASPP.

## 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services		2018-19 Actions/Services		2019-20 Actions/Services	
Support 75% Reading Specialist who will provide ELD for English Learners and administer CELDT testing.		Support 75% Reading Specialist who will provide ELD for English Learners and administer ELPAC testing.		Support 75% Reading Specialist who will assesses English learners and work with them to ensure they progress in literacy and English language development.	
<b>Budgeted Expenditures</b>					
Year	2017-18	2018-19		2019-20	
Amount	62101	\$71,154		\$24,895.50	
Source	General Fund 01	General Fund 01		General Fund 01	
Budget Reference	1000-1999: Certificated Personnel Salaries Reading Specialist	1000-1999: Certificated Personnel Salaries Reading Specialist		1000-1999: Certificated Personnel Salaries Reading Specialist	
Amount	22804	\$25,435.66		\$23,666.00	
Source	General Fund 01	General Fund 01		General Fund 01	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits 71154 (18.835%) + \$13350 Health Insurance		3000-3999: Employee Benefits Employee Benefits for the Reading Specialist Position	
Amount	1500	\$2,000		\$1,500.00	
Source	General Fund 01	General Fund 01		General Fund 01	
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies **Curriculum Materials		4000-4999: Books And Supplies **Curriculum Materials	
Amount				8420.00	
Source				Title IV	
Budget Reference				1000-1999: Certificated Personnel Salaries Title IV Funding for Reading Specialist Position	

Amount		\$12,202.00
Source		Title I
Budget Reference		1000-1999: Certificated Personnel Salaries Title 1 Funding for Reading Specialist Position
Amount		\$25,837
Source		Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries Supplemental Funding for Reading Specialist Position
Amount		\$3038.00
Source		Title IV
Budget Reference		3000-3999: Employee Benefits Benefits associated with salary expenditure for Title IV Reading Specialist Program

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## **Actions/Services**

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

Modified Action

### 2017-18 Actions/Services

75% FTE Reading Specialist support will be provided for students identified as reading at or below the California grade level standards.

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

Unchanged Action

### 2018-19 Actions/Services

75% FTE Reading Specialist support will be provided for students identified as reading at or below the California grade level standards.

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

Unchanged Action

### 2019-20 Actions/Services

75% FTE Reading Specialist support will be provided for students identified as reading at or below the California grade level standards.

## **Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	62101	0	N/A
Source	General Fund 01	General Fund 01	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Duplicated, see Goal 1_action 1	1000-1999: Certificated Personnel Salaries Funding Identified above in Goal 1_action 1
Amount	22804	0	N/A
Source	General Fund 01	General Fund 01	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits Duplicated, see Goal 1_action 1	3000-3999: Employee Benefits Funding Identified above in Goal 1_action 1

## **Action 3**

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

### **Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### **Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Purchase of Common Core aligned supplemental ELA materials and reading/writing professional development for teachers

2018-19 Actions/Services

Reading/writing professional development opportunities provided for teachers

2019-20 Actions/Services

Reading/writing professional development opportunities provided for teachers

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	10000	12000	\$15,000.00
Source	General Fund 01	General Fund 01	General Fund 01
Budget Reference	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Certificated-Instructional Professional Development
Amount	4266	2310	\$2,900
Source	Title II	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development

# 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

## Goal 2

All students in grades 3-6 will be performing mathematically at or above the California grade level standard as evidenced by the CAASPP assessment. Fully implement the standards as observed by classroom observations. All students, including English Learners will have full access to the standards.

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

State Priorities: Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Identified Need:

90% of students in grades 3-6 are performing at or above the California grade level standard as evidenced by the CAASPP.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP	71.4% of 4-6 students are performed at/above California grade level standards as evidenced by the CAASPP assessment.	80% of 4-6 students taking the CAASPP will be at or exceed standards as represented in the student report.	80% of 3-6 students taking the CAASPP will be at or exceed standards as represented in the student report.	100% of 3-6 students taking the CAASPP will be at or exceed standards as represented in the student report.

# 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

Continued Professional Development opportunities for teachers will include in-house release and collaboration time, workshop attendance, and consultant support.

### 2018-19 Actions/Services

Continued Professional Development opportunities for teachers will include in-house release and collaboration time, workshop attendance, and consultant support.

### 2019-20 Actions/Services

Continued Professional Development opportunities for teachers will include in-house release and collaboration time, workshop attendance, and consultant support.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1200	0	5000.00
Source	General Fund 01	General Fund 01	General Fund 01
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures Professional Development, Duplicated (see Goal 1_Action 3) FY 2018-19	5000-5999: Services And Other Operating Expenditures Additional Professional Development to contribute towards this goal. See also, Goal 1_Action 3 FY 2019-20; Teachers will be encouraged to attend area workshops to promote vertical and horizontal collaboration and provide support in specific areas of need.

# 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

## Goal 3

The Superintendent/Principal will work with the Board to ensure that enrollment and staffing decisions are made that support small class size (a school-wide average of 20:1 or below). The District will provide highly qualified teachers and a well-maintained and safe learning environment.

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

State Priorities: Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 6: School Climate (Engagement)

Local Priorities: small class size

### Identified Need:

This past year class size average increased to 19.1. Class size needs to remain small (school average of 20:1 or below) in order to effectively support small group direct instruction at Cold Spring School.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Grade / classroom analysis of classroom enrollment data and Williams Report	2016-17 K-6 -- 17.6:1 K -- 16.5:1 1 -- 14:1 2 -- 19:1 3 -- 22:1 4 -- 13:1 for am // 26:1 for pm 5 -- 23:1	1. Financial appropriations will be made to adequately support hiring staff to keep the school-wide average class size class size at 20:1 or below.	1. Financial appropriations will be made to adequately support hiring staff to keep the school-wide average class size class size at 20:1 or below.	1. Financial appropriations will be made to adequately support hiring staff to keep the school-wide average class size class size at 20:1 or below.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	6 -- 25:1	<p>2. 100% of teachers will be highly qualified as reported through the Williams Act.</p> <p>3. Students will report "connectedness" and engagement in student surveys.</p>	<p>2. 100% of teachers will be highly qualified as reported through the Williams Act.</p> <p>3. Students will report "connectedness" and engagement in student surveys.</p>	<p>2. 100% of teachers will be highly qualified as reported through the Williams Act.</p> <p>3. Students will report "connectedness" and engagement in student surveys.</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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The recommendation to the Board will be to provide funding for classroom staffing at a 20:1 school-wide for 2017-18, and a 1:1 ratio of instructional assistants to teachers (not including art aide), including the cost of benefits.

The recommendation to the Board will be to provide funding for classroom staffing at a 20:1 school-wide for the current year, and a 1:1 ratio of instructional assistants to teachers (not including art aide), including the cost of benefits.

The recommendation to the Board will be to provide funding for classroom staffing at a 20:1 school-wide for the current year, and a 1:1 ratio of instructional assistants to teachers (not including art aide), including the cost of benefits.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	821,200	1,097,271.82	\$961,840.13
Source	General Fund 01	General Fund 01	General Fund 01
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Teacher Salaries	1000-1999: Certificated Personnel Salaries Teacher Salaries (Excluding Specialists reported below in Goal 6; Action 1)
Amount	299,681	417,771.62	\$353,563.22
Source	General Fund 01	General Fund 01	General Fund 01
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits Teacher Benefits	3000-3999: Employee Benefits Teacher Benefits
Amount	151,624	157,896.65	\$193,569.06
Source	General Fund 01	General Fund 01	General Fund 01
Budget Reference	2000-2999: Classified Personnel Salaries Excluding Art aide	2000-2999: Classified Personnel Salaries Instructional Assistant Salaries	2000-2999: Classified Personnel Salaries Instructional Assistant Salaries
Amount	44,180	42,403.15	\$27,242.40
Source	General Fund 01	General Fund 01	General Fund 01
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits Instructional Assistant Benefits	3000-3999: Employee Benefits Instructional Assistant Benefits

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

The District will recruit and retain highly qualified teachers to fill instructional vacancies

### 2018-19 Actions/Services

The District will recruit and retain highly qualified teachers to fill instructional vacancies

### 2019-20 Actions/Services

The District will recruit and retain highly qualified teachers to fill instructional vacancies

## Budgeted Expenditures

Year 2017-18

Amount \$0

2018-19

\$0

2019-20

\$0

## Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

2017-18 Actions/Services

The superintendent/principal will conduct an annual survey with students in grades 3 to 6 along with a survey and discussion on student council.

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

Unchanged Action

2018-19 Actions/Services

The superintendent/principal will conduct an annual survey with students in grades 5 to 6 along with a survey and discussion on student council.

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

Unchanged Action

2019-20 Actions/Services

The superintendent/principal will conduct an annual survey with students in grades 5 to 6 along with a survey and discussion on student council.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	200	300	\$545.00
Source	General Fund 01	General Fund 01	General Fund 01
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures California Healthy Kids Survey	5000-5999: Services And Other Operating Expenditures California Healthy Kids Survey

# 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

## Goal 4

Cold Spring will provide an integrated TK-6 STEAM (i.e., Science, Technology, Engineering, Arts, Math) program aligned with NGSS standards.

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

State Priorities: Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Students received research-based practices instruction with a rigorous, relevant and integrated curriculum linked to Next Generation Science Standards, the Common Core State Standards and the Computer Science Standards.

The fifth grade students need to perform at a high level on the California Science Test.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Student completion of project-based activity 2. 5th grade CAST (California Science Test) 3. State Self Reflection Tool	During the 2017-18 School Year we will establish a baseline.	Each K-6 student will complete a STEAM project and present it to their regular classroom teacher and family.	1. Each K-6 student will complete a STEAM project and present it to their regular classroom teacher and family.	1. Each TK-6 student will complete a quarterly STEAM project and present it to their regular classroom teacher and/or family.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			2. Students take the CAST and provide baseline data.	2. Students take the CAST and provide baseline data.

## 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

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

New Action

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

Modified Action

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

Modified Action

#### 2017-18 Actions/Services

An integrated STEAM program along with project-based learning will be provided for all K-6 students.

#### 2018-19 Actions/Services

An integrated STEAM program along with project-based learning will be provided for all K-6 students. Additionally, the District will administer the CAST assessment.

#### 2019-20 Actions/Services

An integrated STEAM program along with project-based learning will be provided for all TK-6 students. Based on the results from the CAST, there will be an analysis to better inform the instruction.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	97841	97,416.18	102,347.69
Source	General Fund 01	General Fund 01	General Fund 01
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries STEAM Teacher Salary	1000-1999: Certificated Personnel Salaries STEAM Teacher Salary
Amount	34418	34,346.14	\$37,133.39
Source	General Fund 01	General Fund 01	General Fund 01
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits STEAM Teacher Benefits	3000-3999: Employee Benefits STEAM Teacher Benefits
Amount		25000	\$5,000
Source		General Fund 01	General Fund 01
Budget Reference		4000-4999: Books And Supplies ***NGSS Science Curriculum Adoption	4000-4999: Books And Supplies **NGSS Science Curriculum Refill Kit
Amount		16000	\$12,000.00
Source		General Fund 01	General Fund 01
Budget Reference		4000-4999: Books And Supplies ***Project-Based Learning Science Material	4000-4999: Books And Supplies ***Project-Based Learning Science Material
Amount		1000	\$2,000.00
Source		General Fund 01	General Fund 01
Budget Reference		5000-5999: Services And Other Operating Expenditures ***Community partnerships that enhance the science program (Westmont, MOXI, etc.)	5000-5999: Services And Other Operating Expenditures ***Community partnerships that enhance the science program (Westmont, MOXI, etc.)
Amount			\$2,800.00
Source			General Fund 01

Budget Reference		5000-5999: Services And Other Operating Expenditures Adobe Illustrator Software License
Amount		\$3,500.00
Source		General Fund 01
Budget Reference		4000-4999: Books And Supplies DASH Block Coding Robots for K-2 Grade expansion of STEAM Program
Amount		\$2,600.00
Source		General Fund 01
Budget Reference		5000-5999: Services And Other Operating Expenditures Maintenance and Repairs related to Laser Cutter

# 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

## Goal 5

All English Learners will show progress toward reclassification and become reclassified within 4 years of entry into Cold Spring School.

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

State Priorities: Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Identified Need:

All of our English Learners need to be monitored for progress toward and/or maintenance of English fluency. We have three RFEP students whose progress must be monitored. There is currently 1 EL student that needs support until they achieve reclassification.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT (ELPAC) CAASPP Reclassification Rate	There is no baseline as there is an insufficient sample size and the baseline would expose individual students and their performance. According to preliminary data, at this time one student has not been reclassified.	1. As measured by the CELDT (ELPAC), the Fountas and Pinnel Basic Skills Assessment, and the CAASPP, students identified as English Learners will make progress toward redesignation. All English Learners will be reclassified within 4	1. As measured by the ELPAC, the Fountas and Pinnel Basic Skills Assessment, and the CAASPP and STAR Reading Assessment. Students identified as English Learners will make progress toward redesignation. All English Learners will be reclassified within 4	1. As measured by the ELPAC, the Fountas and Pinnel Basic Skills Assessment, and the CAASPP and STAR Reading Assessment. Students identified as English Learners will make progress toward redesignation. All English Learners will be reclassified within 4

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>years of their entry into Cold Spring School.</p> <p>2. Students that have been reclassified (RFEP) will be monitored relative to their academic progress to ensure they maintain their proficiency.</p>	<p>years of their entry into Cold Spring School.</p> <p>2. Students that have been reclassified (RFEP) will be monitored relative to their academic progress to ensure they maintain their proficiency.</p>	<p>years of their entry into Cold Spring School.</p> <p>2. Students that have been reclassified (RFEP) will be monitored relative to their academic progress to ensure they maintain their proficiency.</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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The CELDT (ELPAC) will be administered to all English Learners, and the Fountas and Pinnel reading assessment given at the beginning and end of the year.

Reading specialist assesses English learners and works with them to ensure they progress in literacy and English language development

Reading specialist assesses English learners and works with them to ensure they progress in literacy and English language development

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	22929	\$23,718.31	N/A
Source	General Fund 01	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries  The CELDT is administered by the Reading Specialist 0.75 FTE	1000-1999: Certificated Personnel Salaries  Reading Specialist  *Of the total salary and benefits a portion will be financed from the general fund, \$10,904.	1000-1999: Certificated Personnel Salaries  Reading Specialist is reported above in Goal 1; Action 1. The 75% position is fully funded with Title I; Title IV Grants, Supplemental and General Fund Revenue
Amount	8344	\$8,478.56	N/A
Source	General Fund 01	Supplemental	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits  Reading Specialist (Benefits)  *Of the total salary and benefits a portion will be financed from the general fund, \$10,904.	3000-3999: Employee Benefits  Reading Specialist is reported above in Goal 1; Action 1. The 75% position is fully funded with Title I; Title IV Grants, Supplemental and General Fund Revenue
Amount		\$1500	2485.00
Source		General Fund 01	General Fund 01
Budget Reference		4000-4999: Books And Supplies  ****STAR Reading Assessment	4000-4999: Books And Supplies  *****STAR Reading Assessment

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 Actions/Services

Annually and throughout the year RFEP students will be monitored relative to their academic progress and proficiency to ensure there is no regression.

#### 2018-19 Actions/Services

Annually and throughout the year RFEP students will be monitored by the Reading Specialist on their academic progress and proficiency to ensure there is no regression.

#### 2019-20 Actions/Services

Annually and throughout the year RFEP students will be monitored relative to their academic progress and proficiency to ensure there is no regression.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	\$0	\$0	\$0
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# 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

## Goal 6

The Cold Spring budget, with the CSSD Foundation financial support, will continue to support specialists in technology, PE, art, library, and music.

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

State Priorities: Priority 2: State Standards (Conditions of Learning)  
Priority 3: Parental Involvement (Engagement)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 5: Pupil Engagement (Engagement)  
Priority 6: School Climate (Engagement)  
Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

The Cold Spring School District needs to continue to support the Specialist program, as responses to the Parent LCAP Survey and the Student Council LCAP Survey indicated it to be of high value.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Suspension / Expulsion Data	1. 0% suspension / expulsion per CA Dashboard	The effectiveness of our Specialist Program will be measured by maintaining student engagement as indicated by zero	The effectiveness of our Specialist Program will be measured by maintaining student engagement as indicated by zero	The effectiveness of our Specialist Program will be measured by maintaining student engagement as indicated by zero
2. Student Attendance Data	2. 4.4% absence rate (all absences) for 2017			
3. Parent Survey				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	3. 37% in top priorities on 2017 Parent Survey	suspension and expulsion rate, regular attendance, low absenteeism, parents reporting that it is a priority.	suspension and expulsion rate, regular attendance, low absenteeism, parents reporting that it is a priority.	suspension and expulsion rate, regular attendance, low absenteeism, parents reporting that it is a priority.

## 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

### 2017-18 Actions/Services

Continue to fund the salaries, benefits, and supplies for art, music, library, PE, and technology

### 2018-19 Actions/Services

Continue to fund the salaries, benefits, and supplies for art, music, library, PE, and technology

### 2019-20 Actions/Services

Continue to fund the salaries, benefits, and supplies for art, music, library, PE, and technology

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	267053	0	\$128,357.84
Source	General Fund 01	General Fund 01	General Fund 01
Budget Reference	1000-1999: Certificated Personnel Salaries Music, Art, Tech, Library	1000-1999: Certificated Personnel Salaries Music, Art, Tech, Library Salaries are included in Goal 1,3, & 4. this is a duplicate.	1000-1999: Certificated Personnel Salaries Music, Art, Physical Education, Technology and Library Salaries are included. STEAM is reported above in Goal 4; Action 1.
Amount	99650	0	\$97,550.28
Source	General Fund 01	General Fund 01	General Fund 01
Budget Reference	3000-3999: Employee Benefits Certificated benefits (health & statutory)	3000-3999: Employee Benefits Music, Art, Tech, Library Benefits	3000-3999: Employee Benefits Music, Art, Physical Education, Technology and Library Employee Benefits are included. STEAM is reported above in Goal 4; Action 1.
Amount	78816	9904.08	\$9,904.08
Source	General Fund 01	General Fund 01	General Fund 01
Budget Reference	2000-2999: Classified Personnel Salaries PE coordinator and Art Alde	2000-2999: Classified Personnel Salaries Art Assistant Salary only. ***PE Assistant position not included.	2000-2999: Classified Personnel Salaries Art Instructional Assistant Salary.
Amount	35431	2405.30	\$700.00
Source	General Fund 01	General Fund 01	General Fund 01
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits Benefits for Art Instructional Aid

# 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

## Goal 7

Parents and community are provided additional opportunities for involvement and input into the decision-making process with efforts made by the Superintendent/Principal in the area of a School Site Council/LCAP Advisory Committee with various stakeholder groups in compliance with CDE regulations and protocols. The SSC/LCAP Advisory Committee will hold regularly scheduled meetings with a record of their actions.

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

State Priorities: Priority 2: State Standards (Conditions of Learning)  
Priority 3: Parental Involvement (Engagement)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Community and parental support is critical to the operation of the Cold Spring School. In order to make decisions and provide direction involving all constituents, parents and community members need many opportunities for communication, INPUT, and involvement that lead to increased student success.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Parent LCAP survey along with comparison analysis to the prior year	See attached parent survey results for 2017 indicating areas of growth for the 2017-18 School Year.	1. At least 50% of the parents of Cold Spring will participate in the annual survey. 2. Prior to November 1st, the new Superintendent /	1. At least 50% of the parents of Cold Spring will participate in the annual survey. 2. A majority of parents will report on the Parent LCAP Survey that they	1. At least 50% of the parents of Cold Spring will participate in the annual survey. 2. A majority of parents will report on the Parent LCAP Survey that they

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Principal will share with the Board of Trustees and community a plan to improve the communication and input process for the LCAP as well as an ongoing collaboration process for communication and decision-making</p> <p>3. A majority of parents will report on the Parent LCAP Survey that they were provided adequate ongoing communication and opportunity for input into the LCAP process.</p>	were provided adequate ongoing communication and opportunity for input into the LCAP process.	were provided adequate ongoing communication and opportunity for input into the LCAP process.

## 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

## Actions/Services

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

Modified Action

### 2017-18 Actions/Services

Parents will continue to receive weekly electronic newsletters (Wednesday Word) informing them of calendar events and opportunities to be involved. Town Hall meetings will be held regularly to answer community questions and address concerns. Parents will be e-mailed Board agendas prior to meetings. The Board will establish communication protocols. Participation opportunities on committees as appropriate will be provided to parents.

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

Unchanged Action

### 2018-19 Actions/Services

Continue to encourage parents and community to volunteer, participate in Parent Club, School Site Council, run for Board position, serve on Foundation, volunteer in classroom, participate on committees as appropriate

Continue to have family/community events throughout the year (Fall Festival, Track Meet, Fall, Winter, and Spring Sings, Musical Production, Art Faire, etc.)

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

Unchanged Action

### 2019-20 Actions/Services

Continue to encourage parents and community to volunteer, participate in Parent Club, School Site Council, run for Board position, serve on Foundation, volunteer in classroom, participate on committees as appropriate

Continue to have family/community events throughout the year (Fall Festival, Track Meet, Fall, Winter, and Spring Sings, Musical Production, Art Faire, etc.)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$400.00
Source			General Fund 01
Budget Reference	No Cost	No Cost	4000-4999: Books And Supplies Principal Coffee; Ten Principal coffees designed to invite parents and the community to learn about the activities of the school.
Amount			\$15,000.00
Source			General Fund 01

Budget Reference			4000-4999: Books And Supplies Student activities including Movie Night, Art Fair, Music Program Events; Theater/Drama Program Events; Athletic events (Track & Field).
Amount			\$300.00
Source			General Fund 01
Budget Reference			4000-4999: Books And Supplies Parental Workshops and Parent events designed to build a stronger school community, including events such as the Light the Night and Day of Kindness Events.

## Action 2

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A School Site Council will be formed with the various stakeholder groups in compliance with CDE regulations and protocols. The SSC will hold regularly scheduled meetings with a record of their actions.	A School Site Council will meet regularly in compliance with CDE regulations and protocols. The SSC will hold regularly scheduled meetings with a record of their actions. Continue LCAP advisory function.	A School Site Council will meet regularly in compliance with CDE regulations and protocols. The SSC will hold regularly scheduled meetings with a record of their actions. Continue LCAP advisory function.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No Cost	No Cost	No Cost

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$25837	1.86%

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 (see instructions).

This total amount of supplemental and concentration grant funds represent a portion of the budgeted dollars for the additional services provided to our English Learner students. A Reading Specialist position is supported by General Fund and Title 1 dollars to provide services to all pupils. Additional services provided to English Learner (EL) pupils by the staff member assigned to the position includes working one-on-one with the EL students on their reading and listening skills.

The District identifies the following budgeted actions as representing these services for unduplicated students, currently estimated as one English Language Learner student, and satisfying the proportional improvement requirements:

The Reading Specialist and instructional assistants in each classroom provide one-on-one and/or small group support to the same English Learner group.

The combined budgeted expense to provide additional services for EL pupils far exceeds the estimated supplemental and concentration grant funds. Therefore, in this budget, the maintenance of effort (MOE) is met.

In addition, the District identifies the following actions and services provided districtwide to all students:

- Specialists on staff providing library services and instruction in art, music, physical education, technology and STEAM to all students.
- Staff development and training for all teachers in ELA, Math and the Next Generation Science Standards implementation, improved instructional practices, and aligned instructional materials.
- All release time and planning expenses related to Professional Development, which is used to target instructional improvements for all underachieving students, in addition to improving instructional practices for all students.
- The significant District emphasis on small class size (20:1) in all grades.

Taken together, the quantitative and qualitative improvements for unduplicated pupils is significantly above the minimum maintenance of effort or proportionality. Cold Spring District leadership and the Board of Trustees has allocated local revenues to increase and improve services for all students including our most challenged and at-risk populations. The result of this attention to these specific demographics, now labeled as unduplicated pupils in low income, foster youth or English Learner groups, is evident in the District's ongoing high achievement scores and reputation for excellence. As a Basic Aid district, Cold Spring is committed to providing ample services to all students with particular emphasis on those most in need, whether or not they are among the unduplicated count of students.

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$21,293	1.59%

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 (see instructions).

This total amount of supplemental and concentration grant funds represent a portion of the budgeted dollars for the additional services provided to our English Learner students. A Reading Specialist position is supported by General Fund and Title I dollars to provide services to all pupils. Additional services provided to English Learner (EL) pupils by the staff member assigned to the position includes working one-on-one with the EL students on their reading and listening skills.

The District identifies the following budgeted actions as representing these services for unduplicated students, currently estimated as one English Language Learner student, and satisfying the proportional improvement requirements:

The Reading Specialist and instructional assistants in each classroom provide one-on-one and/or small group support to the same English Learner group.

The combined budgeted expense to provide additional services for EL pupils far exceeds the estimated supplemental and concentration grant funds. Therefore, in this budget, the maintenance of effort (MOE) is met.

In addition, the District identifies the following actions and services provided districtwide to all students:

- Specialists on staff providing library services and instruction in art, music, physical education, technology and STEAM to all students.
- Staff development and training for all teachers in ELA, Math and the Next Generation Science Standards implementation, improved instructional practices, and aligned instructional materials.
- All release time and planning expenses related to Professional Development, which is used to target instructional improvements for all underachieving students, in addition to improving instructional practices for all students.

- The significant District emphasis on small class size (20:1) in all grades.

Taken together, the quantitative and qualitative improvements for unduplicated pupils is significantly above the minimum maintenance of effort or proportionality. Cold Spring District leadership and the Board of Trustees has allocated local revenues to increase and improve services for all students including our most challenged and at-risk populations. The result of this attention to these specific demographics, now labeled as unduplicated pupils in low income, foster youth or English Learner groups, is evident in the District's ongoing high achievement scores and reputation for excellence. As a Basic Aid district, Cold Spring is committed to providing ample services to all students with particular emphasis on those most in need, whether or not they are among the unduplicated count of students.

#### **LCAP Year: 2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$18,180	1.42%

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 (see instructions).

This total amount of supplemental and concentration grant funds represent a portion of the budgeted dollars for the additional services provided to our English Learner pupils. A Reading Specialist position is supported by General Fund and Title 1 dollars to provide services to all pupils. Additional services provided to English Learner (EL) pupils by the staff member assigned to the position include working one-on-one with the EL pupils on their reading and listening skills. Additional Professional Development for ELD standards will be provided in the amount of \$1,500.

The District identifies the following budgeted actions as representing these services for unduplicated students, currently estimated as 1 English Language Learner pupil, and satisfying the proportional improvement requirements:

An average of 1 hour per day for 180 days provided by the Reading Specialist and by instructional aides in each classroom for one-on-one support to the same EL group. the average specialist salary and benefits at \$17,870, and an aide hourly salary and benefits paid of  $\$19.85 \times 180$  days = \$3,573.

The combined budgeted expense to provide additional services for EL pupils is \$21,443. This amount not only exceeds the calculated supplemental and concentration grant funds, exceeds the MPP 0.80% but also exceeds the 2012-2013 minimum amount of Economic Impact Aid funds expended of \$8,078. Therefore, in this budget, the maintenance of effort (MOE) is met.

In addition, the District identifies the following actions and services provided districtwide to all pupils:

- 1.25 FTE teachers on special assignment to support effective instructional strategies in math, ELA, and science.
- Specialists on staff providing library services and instruction in art, music, physical education and technology to all students.
- Staff development and training for all teachers in Common Core Standards implementation, Next Generation Science Standards implementation, improved instructional practices, and aligned instructional materials.
- All release time and planning expenses related to Professional Development, which is used to target instructional improvements for all underachieving students, in addition to improving instructional practices for all students.
- The significant District emphasis on small class size (20:1) in all grades (ref: pp.11 and 37).

Taken together, the quantitative and qualitative improvements for unduplicated pupils is significantly above the minimum maintenance of effort or proportionality. Cold Spring District leadership and the Board of Trustees has allocated local revenues to increase and improve services for all students including our most challenged and at-risk populations. The result of this attention to these specific demographics, now labeled as unduplicated pupils in low income, foster youth or English Learner groups, is evident in the District's ongoing high achievement scores and reputation for excellence. As a Basic Aid district, Cold Spring is committed to providing ample services to all students with particular emphasis on those most in need, whether or not they are among the unduplicated count of students.

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Annual Update**

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## **Annual Measurable Outcomes**

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## **Actions/Services**

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## **Analysis**

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## **Stakeholder Engagement**

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents,

and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## **Goal**

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## **Related State and/or Local Priorities**

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## **Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# **APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

- (1) For a 4-Year Cohort Graduation Rate:
  - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
  - (B) The total number of students in the cohort.
  - (C) Divide (1) by (2).
- (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
  - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
    - (i) a regular high school diploma
    - (ii) a High School Equivalency Certificate
    - (iii) an adult education diploma
    - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
  - (B) The number of students in the DASS graduation cohort.
  - (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# **APPENDIX B: GUIDING QUESTIONS**

## **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?  
Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, January 2019*

## LCAP Expenditure Summary

<b>Total Expenditures by Funding Source</b>						
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Funding Sources	2,048,311.47	2,023,428.43	2,148,143.00	2,048,311.47	2,081,296.59	6,277,751.06
	0.00	0.00	0.00	0.00	0.00	0.00
General Fund 01	2,013,804.60	1,831,584.92	2,143,877.00	2,013,804.60	2,028,899.59	6,186,581.19
General Fund 21	0.00	0.00	0.00	0.00	0.00	0.00
Lottery	0.00	9,535.64	0.00	0.00	0.00	0.00
Other	0.00	125,000.00	0.00	0.00	0.00	0.00
Supplemental	32,196.87	32,196.87	0.00	32,196.87	25,837.00	58,033.87
Title I	0.00	12,202.00	0.00	0.00	12,202.00	12,202.00
Title II	2,310.00	2,909.00	4,266.00	2,310.00	2,900.00	9,476.00
Title IV	0.00	10,000.00	0.00	0.00	11,458.00	11,458.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,048,311.47	2,023,428.43	2,148,143.00	2,048,311.47	2,081,296.59	6,277,751.06
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,289,560.31	1,297,160.02	1,333,225.00	1,289,560.31	1,263,900.16	3,886,685.47
2000-2999: Classified Personnel Salaries	167,800.73	175,096.57	230,440.00	167,800.73	203,473.14	601,713.87
3000-3999: Employee Benefits	530,840.43	501,430.59	567,312.00	530,840.43	542,893.29	1,641,045.72
4000-4999: Books And Supplies	44,500.00	28,771.21	10,000.00	44,500.00	40,185.00	94,685.00
5000-5999: Services And Other Operating Expenditures	15,310.00	20,970.04	6,966.00	15,310.00	30,845.00	53,121.00
5800: Professional/Consulting Services And Operating Expenditures	300.00	0.00	200.00	300.00	0.00	500.00
5900: Communications	0.00	0.00	0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,048,311.47	2,023,428.43	2,148,143.00	2,048,311.47	2,081,296.59	6,277,751.06
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	General Fund 01	1,265,842.00	1,127,819.71	1,333,225.00	1,265,842.00	1,217,441.16	3,816,508.16
1000-1999: Certificated Personnel Salaries	Other	0.00	125,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	23,718.31	23,718.31	0.00	23,718.31	25,837.00	49,555.31
1000-1999: Certificated Personnel Salaries	Title I	0.00	12,202.00	0.00	0.00	12,202.00	12,202.00
1000-1999: Certificated Personnel Salaries	Title IV	0.00	8,420.00	0.00	0.00	8,420.00	8,420.00
2000-2999: Classified Personnel Salaries	General Fund 01	167,800.73	175,096.57	230,440.00	167,800.73	203,473.14	601,713.87
3000-3999: Employee Benefits	General Fund 01	522,361.87	491,372.03	567,312.00	522,361.87	539,855.29	1,629,529.16
3000-3999: Employee Benefits	General Fund 21	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	8,478.56	8,478.56	0.00	8,478.56	0.00	8,478.56
3000-3999: Employee Benefits	Title IV	0.00	1,580.00	0.00	0.00	3,038.00	3,038.00
4000-4999: Books And Supplies	General Fund 01	44,500.00	19,235.57	10,000.00	44,500.00	40,185.00	94,685.00
4000-4999: Books And Supplies	Lottery	0.00	9,535.64	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	General Fund 01	13,000.00	18,061.04	2,700.00	13,000.00	27,945.00	43,645.00
5000-5999: Services And Other Operating Expenditures	Title II	2,310.00	2,909.00	4,266.00	2,310.00	2,900.00	9,476.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund 01	300.00	0.00	200.00	300.00	0.00	500.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5900: Communications	General Fund 01	0.00	0.00	0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

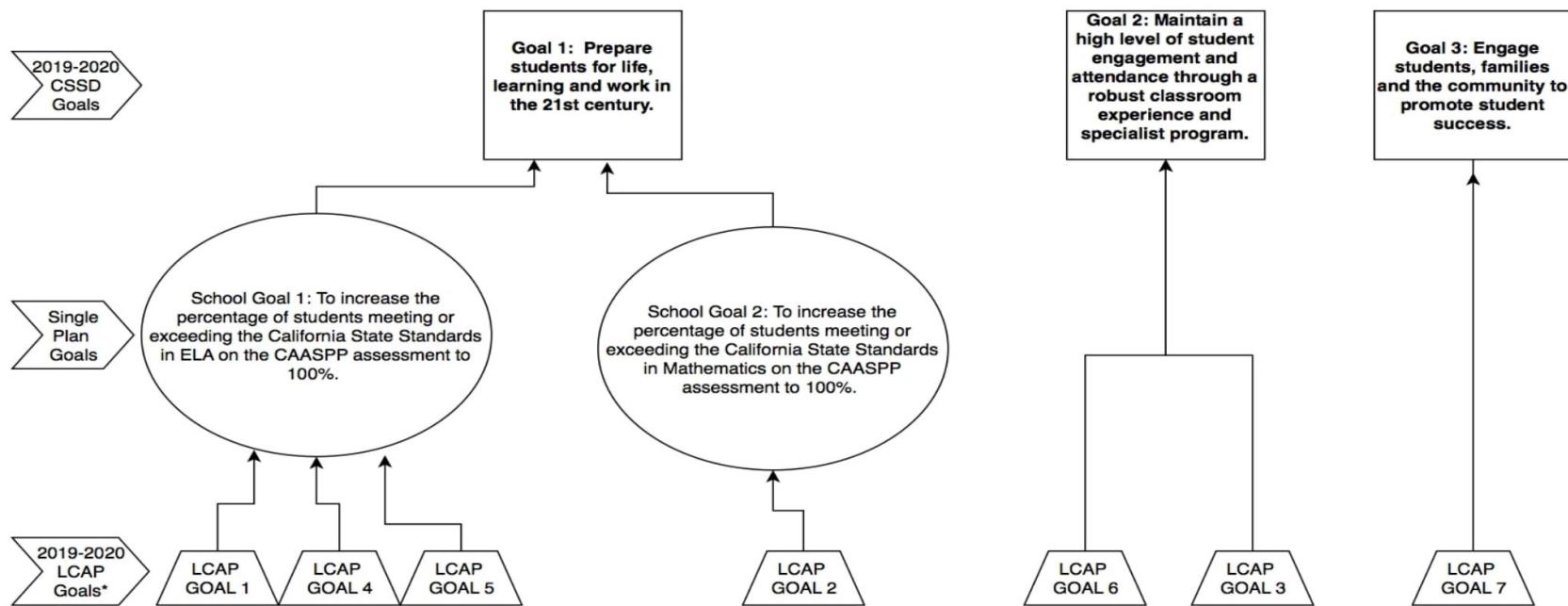
Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
<b>Goal 1</b>	112,899.66	117,631.90	185,576.00	112,899.66	117,458.50	415,934.16
<b>Goal 2</b>	0.00	0.00	1,200.00	0.00	5,000.00	6,200.00
<b>Goal 3</b>	1,715,643.24	1,385,747.95	1,316,885.00	1,715,643.24	1,536,759.81	4,569,288.05
<b>Goal 4</b>	173,762.32	162,187.34	132,259.00	173,762.32	167,381.08	473,402.40
<b>Goal 5</b>	33,696.87	1,807.00	31,273.00	33,696.87	2,485.00	67,454.87
<b>Goal 6</b>	12,309.38	353,598.42	480,950.00	12,309.38	236,512.20	729,771.58
<b>Goal 7</b>	0.00	2,455.82	0.00	0.00	15,700.00	15,700.00
<b>Goal 8</b>	0.00	0.00	0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

## Cold Spring School District Goals 2019-2020



*\*Description of 2019-2020 LCAP Goals created in April 2019.*

- LCAP Goal 1: All students in grades 3-6 will be performing at or above the California grade level standard as evidenced by the CAASPP assessment in ELA. Fully implement standards as observed by classroom observations. All students, including English Learners will have full access to the standards.
- LCAP Goal 2: All students in grades 3-6 will be performing at or above the California grade level standard as evidenced by the CAASPP assessment in Math. Fully implement standards as observed by classroom observations. All students, including English Learners will have full access to the standards.
- LCAP Goal 3: The Superintendent/Principal will work with the Board to ensure that enrollment and staffing decisions are made that support small class size (school wide average of 20:1 or below). The District will provide highly qualified teachers and a well-maintained and safe learning environment.
- LCAP Goal 4: Cold Spring School will provide an integrated K-6 STEAM program aligned with NGSS.
- LCAP Goal 5: All English Learners will show progress toward reclassification and become reclassified 4 years of entry into Cold Spring.
- LCAP Goal 6: The Cold Spring budget, with the CSSD Foundation financial support, will continue to support specialists in technology, PE, art, library, and music.
- LCAP Goal 7: Parents and community are provided additional opportunities for involvement and input into the decision-making process with efforts made by the Superintendent/Principal in the area of a School Site Council/LCAP Advisory Committee with various stakeholder groups in compliance with CDE regulations and protocols. The SSC/LCAP Advisory Committee will hold regularly scheduled meetings with a record of their actions.

**Local Control and Accountability Plan (LCAP)**  
**Every Student Succeeds Act (ESSA)**  
**Federal Addendum Template**

**LEA Name**

Cold Spring Elementary School District

**CDS Code:**

42691616045348

**Link to the LCAP:**

*(optional)*

**For which ESSA programs apply to your LEA?**

Choose From:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan  
requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## **Instructions**

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## **Strategy**

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The total amount of supplemental and concentration grant funds represent a portion of the budgeted dollars for the additional services provided to our English Language Learners and low socio-economic students. Therefore, a reading specialist position is supported by the supplemental and concentration grant funds, general fund and Title I dollars to provide services to all pupils. The reading specialist applies reading intervention students to ensure all students met or exceed the standards.

Title II funds are combined with money from the general fund to support teacher's professional development with technology, STEAM, writing, reading and mathematics which is needed to ensure the students at Cold Spring School are college and career ready.

## **Alignment**

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

In addition, the Cold Spring School District has aligned the following actions and services districtwide to all students:

\*Specialists on staff to provide, library services and instruction in art, music, physical education, technology and STEAM to all students.

\*Staff development and training for all teachers in ELA, Math, and the Next Generation Science Standards implementation, improved instructional practices, and aligned instructional materials.

\*All release time and planning expenses related to professional development, which is used to target instructional improvements for all underachieving students, in addition to improving instructional practices for all students.

\*The significant District emphasis on small class size (20:1) in all grades.

## **ESSA Provisions Addressed Within the LCAP**

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### **TITLE I, PART A**

#### **Monitoring Student Progress Towards Meeting Challenging State Academic Standards**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A-D)	1, 2, 4, 7, 8 (as applicable)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;

- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

All teachers will continue to be highly qualified. A reading specialist will be assigned to give additional support to low-income and minority students as needed to ensure all students meet or exceed the standards. Addressed in LCAP Goal 1, Action 1.

#### **Overuse in Discipline Practices that Remove Students from the Classroom**

<b>ESSA SECTION</b>	<b>STATE PRIORITY ALIGNMENT</b>
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

The LEA will continue to implement Restorative Approaches discipline practices.

#### **Career Technical and Work-based Opportunities**

<b>ESSA SECTION</b>	<b>STATE PRIORITY ALIGNMENT</b>
1112(b)(12)(A-B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

N/A - Does not apply to Cold Spring School District.

## **TITLE II, PART A**

### **Title II, Part A Activities**

<b>ESSA SECTION</b>	<b>STATE PRIORITY ALIGNMENT</b>
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

Cold Spring School District teachers and staff participate in Professional Development training in reading and writing throughout the summer and into the 2019-2020 school year. The superintendent/principal will continue to attend all professional trainings with the teachers. Addressed in LCAP Goal 1, Action 3.

## **ESSA Provisions Addressed in the Consolidated Application and Reporting System**

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### **TITLE I, PART A**

#### **Poverty Criteria**

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

N/A - Does not apply to Cold Spring School District.

## **ESSA Provisions Not Addressed in the LCAP**

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### **TITLE I, PART A**

#### **Educator Equity**

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

All teachers will continue to be highly qualified. A reading specialist will be assigned to give additional support to low-income and minority students as needed to ensure all students meet or exceed the standards.

#### **Parent and Family Engagement**

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

All parents will be encouraged to attend the monthly Superintendent/principal coffee, parent workshop, join the parent club, School Site Council, LCAP Advisory committee and serve on the Governance Board and Cold Spring Foundation Board of Trustees.

#### **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA does not have neglected or delinquent children and/or delinquent children in community day school programs.

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA does not have any homeless children and youth.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A - Does not apply to Cold Spring School District.

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Cold Spring School teachers and staff will participate in Professional Development in Reading and Writing during the summer and into the 2019-2020 school year. In addition, all teachers will get a minimum of 120 minutes a week to plan instruction. The superintendent/principal will attend all professional trainings with the teachers. Addressed in LCAP Goal 1, Action 3.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Cold Spring School District is a single school district.

### **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Cold Spring School uses both formative and summative assessment data to inform and drive instruction.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

A reading specialist will be assigned to give additional support to low-income and minority students as needed to ensure all students meet or exceed the standards. Addressed in LCAP Goal 1, Action 1.