

Local Control Accountability Plan Executive Summary 2016-2017

Each year, school districts in California receive funds through the Local Control Funding Formula. Districts with high concentrations of English Learners, and students of poverty receive additional funding known as “Supplemental and Concentration Grants.” 88% of students in National School District are English Learners or students of poverty, therefore, National School District will receive **\$11,913,479** in Supplemental and Concentration Grant funding in 2015-2017. The following is a summary of National School District’s Local Control Accountability Plan. Part A of the summary describes the process that National School District employed to develop the plan. Part B of the summary outlines the goals, expected outcomes, and estimated costs for the actions and services for the students of National School District. The full plan may be accessed on the District website at http://nsd.us/departments/business/local_control_accountability_plan/.

Executive Summary Part A

Plan Development

Involvement Process	Impact on LCAP
<p>National School District has engaged in the following activities to involve stakeholders in the process of Local Control Accountability Plan development:</p> <ul style="list-style-type: none"> • District Advisory Council Meeting (DAC) input, February 12, March 12, and April 9: questions were posed to parents regarding parent involvement and student achievement. Parent comments were organized into categories and presented to LCAP committee. • District English Learner Advisory Council (DELAC) input, February 20, April 17: questions were posed to parents regarding parent involvement and student achievement. Parent comments were organized into categories and presented to LCAP committee. • Community Town Hall Meeting, April 25: At this meeting, parents and community members were provided LCAP goals, and were asked to generate questions and suggestions for the plan. Students also took part in the Town Hall Meetings, with their voice being powerful in support of field trips and more technology. • Staff Survey April 25-April 29: The survey gathered ideas and needs 	<p>National School District’s Educational Services Staff has developed the plan, taking into account the priorities and actions as presented by the committees and the meetings that were held to gather input. The following describes how this input impacted the LCAP:</p> <ul style="list-style-type: none"> • The eight goals in the draft LCAP were revised, with goals 2 and 3 combining to create one goal covering student achievement. Committee members provided input into outcomes, metrics, and actions to meet the goals. • The actions and services in the plan are the result of LCAP Committee brainstorming and prioritization activities. These activities took into account research, input from District Advisory Council, District English Learner Advisory Council, Town Hall Meeting which included community, staff, parents and students. • Staff input appears in the plan with the increase in

for the Instructional Enrichment Wheel program, counseling and support services, technology training needs, further support for math, ELA common core initiatives.

- **Staff Input:** All staff were provided draft of LCAP via email and responses solicited prior to finalizing a draft for the NSD website.
- **Student Input:** Fifth and sixth grade student focus groups were held during After School Program at all ten schools.
- **Local Control Accountability Committee Meetings:** February 18, April 5. This group includes parents, Governing Board members, district administration, principals, classified employees, National School District CSEA designee, National City Elementary Teachers Association designee, and teachers. At the two meetings, the committee examined the eight priorities, reviewed data to inform the development of goals, developed goals, brainstormed potential activities for the plan, and prioritized those activities.
- **School Site Councils:** All SSCs reviewed their site plans in May, 2016, discussed the LCAP goals, and realigned site budgets and actions to meet the LCAP goals.
- **NSD Committees-** Math, ELA Language Arts Specialists, Principals, and Consultation Committees reviewed the goals and priorities, and made recommendations to district staff on priorities and potential implementation needs of some of the priorities.
- NSD staff attended San Diego County Office of Education's **Foster Youth** panel presentation and solicited input from Foster Youth stakeholders from throughout the county.

Common Core materials budget, continuance of the Enrichment Program, technology training, and Family Resource Center visioning process that will result in greater services to school sites.

- **Student input** is visible in the continued plan for technology acquisition and support. Students also indicated a need for more books to read, and there is now funding for library materials and training in the plan.
- The **Foster Youth** panel presentation resulted in continued funding for Trauma Informed Care, and the visioning process for the Family Resource Center.
- The order of **implementation of services** is based upon the LCAP Committee's prioritization activity in 2015-2016. The three focus goals of Parent Engagement, Common Core implementation, and Technology remain the same. Budget, impact on student achievement, impact on the largest number of students, and parent/community input were all taken into consideration in the development of the plan.
- **Changes in the proposed 2016-2017 plan** include: increased funding for sites and for technology purchases, additional funding and personnel to support technology coordination and professional development, the expansion of the services formerly provided by the National City Collaborative.

The **draft of the plan** will be on the NSD internet with a link for further input. The superintendent will respond to all comments. A public hearing will be held at the June 8 board meeting, allowing for more public input into the plan. The plan will be finalized and approved at the June 22th board meeting.

Annual Update:

NSD began its Annual Update during the Strategic Planning retreat on January 31. The Strategic Planning Committee (SPC) reviewed all eight goals, looking at data from assessments along with notes outlining program implementation. The SPC, along with the Local Control Accountability Planning Committee reviewed the alignment of District Strategic Planning goals to the LCAP Goals. This process was continued at the Local Control Accountability Plan Committee meeting on February 18. The LCAP committee, made up of teachers, parents, classified staff, CSEA and NCETA representatives, was also informed of the progress on the eight goals in the plan. This committee also had an opportunity to reflect on the efficacy of the actions through discussion with staff members on the number of students effected by the programs, and implementation data.

Next, conclusions from this information were provided to the District Advisory Council on February 12, and the District English Learner Advisory Council on February 20. These two entities provided additional insight into the potential changes based on what they thought needed improving and what had been successful.

Finally, at the Town Hall Meetings April 25, those present also engaged in a discussion of the successes of the plan and improvements needed.

All of this input was taken into consideration and goals and actions were adjusted.

Annual Update:

The annual update revealed that the following goals had not been fully implemented and **adjustments** needed to be made in the 2016-2017 LCAP:

Goal 5: NSD will increase parent engagement using research based best practices connecting parent engagement to student achievement.

The actions listed in the 2015-2016 plan to achieve this goal included Teachers on Special Assignment (TOSA) to create Common Core parent training modules and conduct sessions with parents. The job description was held in the certificated negotiations process, and the TOSAs were not hired. In order to provide some of these services, NSD contracted with Teacher Created Materials for development of four Common Core Parent modules. These are currently being presented to parents at all ten schools.

Goal 7: NSD will increase its capability to provide an effective instructional environment by increasing the number of electronic educational devices, providing professional development for teachers on usage, and adding additional technology support.

A stakeholder committee was convened, and the tech devices were selected. It was also determined that the devices would be leased, with 1:1 in grades 3-6, and 2:1 in grades K-2. The process

Data/information presented to the groups included:

- Numbers of teachers hired for instructional wheel and samples of work completed by students
- Information on the Data Team processes and implementation timelines
- Information on the RCD framework and progress made on the initiative
- Timeline for administration of California Healthy Kids survey
- Information on the development of Parent Engagement survey, and the results of the survey
- Suspension rates for 2015-2016 and Positive Behavior and Intervention Program planning process
- Research on parent involvement, Restorative Justice, effective instructional strategies, technology acquisition, and English language acquisition
- Renaissance STAR assessment data in ELA and math
- Smarter Balanced (SBAC) data in ELA and math

of selection, ordering, going to bid on the storage units, and organizing the lease took until May. The devices, along with the storage units will be delivered during the summer weeks for implementation in 2016-2017. Also, the professional development planned for this goal was to be delivered by Teachers on Special Assignment. As stated above, NSD was not able to hire the teachers due to the contract negotiations process.

Also revealed were the **successes** of the following goals. This information provided the committee the insight to make additions and adjustments to the actions in the 2016-2017 LCAP:

Goal 1: NSD will decrease the number of Long Term English Learners and increase the number of students reclassified from Limited English Proficient to Reclassified Fluent English Proficient.

Although NSD did not meet the reclassification rate stated in the 2015-2016 LCAP, the district did meet all of its Annual Measurable Objectives. This progress is attributed to the full implementation of the Systematic ELD program, as well as continued teacher training and monitoring of the program.

Goal 2 and 3: NSD will increase achievement in English Language Arts and math for SWD, ELD, Hispanic/Latino, Low Income, and Foster Youth students in order to provide the skills needed for college and career readiness

With District-wide 24% proficiency in math, and 35% proficiency in ELA, there needs to be an increase in student achievement, for all unduplicated students. Stakeholder discussion surrounded the implementation of the new Go Math! materials and math Rigorous Design units. These new programs, combined with the

	<p>research based practice of teacher collaboration through Data Teams, should produce improved student results in Spring 2016 SBAC testing.</p> <p>Goal 6: NSD will decrease the number of student suspensions as measured by CALPADs data and bullying as measured survey data. NSD Student Services department worked with the leadership teams at all school sites to review and revise the Positive Intervention and Behavior Systems (PBIS) plans during 2015-2016. In 2014-2015 there were a total of 132 out of school suspensions and 23 in school suspension. 2015-2016 comparison data will be available after the final CALPADs submission, but it is anticipated that there will be positive effects from the PBIS work.</p> <p>Goal 4: Common Core State Standards in ELA and math will be fully implemented by Spring 2017. Teacher survey data indicates 68% implementation of math standards, and 47% of ELA standards. This is close to the 75% target that was set in the 2015-2016 LCAP.</p> <p>Goal 8: Provision of basic services at the same rate or greater than the previous year adjusting to need/level of service based on fluctuating student population, salary increases, equipment durability, etc. All schools had sufficient budget to provide increased and improved services to their English Learners, students of poverty, homeless, foster youth, and students with special needs.</p>
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Planned Actions and Expenditures

Goal	Expected Outcomes	Actions to meet goal	Funding to support goal
<p>Goal # 1: <i>English Learners are prepared to compete in a global society</i></p> <p>There is a need to concentrate services on Long Term English Learners (LTELs). California English Language Development Test (CELDT) data indicates 35% of students in National School District are at intermediate level in the intermediate grades.</p>	<p>AMAO 1 will increase from 62% to 65%</p> <p>AMAO 2a will increased 25% to 27%</p> <p>AMAO 2b will increase from 52% to 57%</p> <p>English Learner reclassification rate will increase 5% from 365 students in 2015-2016 to 382 in 2016-2017</p>	<p>1.a Provide follow-up Systematic ELD training during the four district early out Thursdays</p> <p>1.b Provide follow-up training and certification for the 6 certified SELD trainers</p> <p>1.c Continue development and revisions to Rigorous Curriculum Design Units- connecting the CA ELD standards with the Common Core math and ELA standards</p> <p>1.d Continued teacher training targeting ELD differentiation activities</p> <p>1.e Analyze effectiveness of ELD differentiation strategies by measuring student progress using the SELD assessment checklist</p> <p>1.f Support the continued use of the Data Teams agendas, focusing on the achievement of English Learners, specifically in the new ELA Units of Study beginning in October, 2016</p> <p>1.g Monitor the use of Imagine Learning licenses at each school with the goal of 20 hours per year for all English Learners.</p> <p>1.h Work with Imagine Learning personnel to provide in-service training for all teachers on how to target specific needs of ELs and specific strategies and increased time and services to the Priority 1 Long Term English Learners</p>	<p>1.a No cost</p> <p>1.b \$10,000 for ongoing SELD training from Title III</p> <p>1.c Funding indicated in Goal 2</p> <p>1.d Site Funds</p> <p>1.e No additional costs</p> <p>1.f Funding indicated in Goal 2</p> <p>1.g No additional costs</p> <p>1.h Site Funds</p>

Goal	Expected Outcomes	Actions to meet goal	Funding to support goal
<p>Goal # 2: <i>National School District students will be proficient in Common Core English Language Arts and Math Standards</i></p> <p>SBAC Baseline Results of ELA 37% Proficient, and Math, 24% Proficient indicate a great need to increase student achievement.</p>	<p>English Language Arts Renaissance Star Safe Harbor Goals: Students with Disabilities 25.4% English Learner 47% Hispanic/Latino 61% Low Income 72% Foster Youth 72% Increase District API or (current State equivalent) by 2% from 830 to 845</p> <p>ELA Smarter Balanced Assessment Baseline and Growth Targets: From 37% proficient in 2014-2015 to 42% proficient in 2015-2016</p> <p>Math Renaissance Star Safe Harbor Goals: Students with Disabilities 18.7% English Learner 48.7% Hispanic/Latino 56.0% Low Income 60.8% Foster Youth 60.8% Increase District API or (current State equivalent) by 2% from 792 to 810</p> <p>Math Smarter Balanced Assessment Baseline and Growth Targets: From 24% in 2014-2015 to 29% in 2015-2016</p>	<p>2.a Continue to fund Enrichment Teachers to release teachers for Data Teams collaboration time so that teachers can make instructional decisions based on evidence of student need</p> <p>2.b Continue to refine and develop the Data Team process with the use of Rigorous Curriculum Design units in English Language Arts and math</p> <p>2.c Provide continued Data Teams training for Principals and Instructional Leaders</p> <p>2.d For the past two years, Enrichment Teachers have implemented visual arts, performing arts, music appreciation, health and nutrition and physical education units. In 2016-2017 NSD will incorporate instructional technology into the enrichment units</p> <p>2.e Revise instructional practices based on results of pre and post assessments.</p> <p>2.f Supervision and administration of Enrichment Program</p> <p>2.g Continue Class Size Reduction in Transitional Kindergarten</p>	<p>2.a 19 Enrichment Teachers \$1,252,000 LCFF Supplemental and Concentration Funds</p> <p>2.b Unit Development with consultants from Leadership and Learning Center \$300,00 LCFF Base Funds</p> <p>2.c Training from NSD Certified Trainers \$100,000 LCFF Base Funds</p> <p>2.d and 2.e Training for Enrichment Teachers through San Diego Arts Education consultants \$50,000 LCFF Supplemental and Concentration Funds Materials \$50,000 LCFF Supplemental and Concentration Funds</p> <p>2.f \$240,000 LCFF Supplemental and Concentration Funds</p> <p>2.g \$124,000 LCFF Supplemental and Concentration Grand Funds</p>

		2.h Hire personnel to provide professional development, coaching and modeling support for preschool staff	2.h \$100,000 LCFF Supplemental and Concentration Grant Funds
Goal	Expected Outcomes	Actions to meet goal	Funding to support goal
<p>Goal # Three: <i>Students will become global citizens that communicate, collaborate, create, and problem solve through the use of the Common Core State Standards</i></p> <p>NSD is in its fourth year of Common Core implementation, and the need exists for more professional development, teacher collaboration and student practice with the new standards to reach full implementation. Full implementation will be measured by staff survey and walk through data. Based on staff survey, math implementation is at 68% and English Language Arts is at 47%.</p>	<p><i>Staff Survey data indicating:</i></p> <p>100% of staff will feel confident that math standards are fully implemented in their classrooms</p> <p>75% of staff will feel confident that English Language Arts standards are fully implemented in their classrooms</p> <p>Principal and Cabinet walk through will evidence 100% implementation of Common Core Math Standards, 85% of ELA Standards</p>	<p>3.a Continue to fund Data Team time and continue Data Team concepts and systems training</p> <p>3. b Continue development and revision of units of study in ELA and math with final contract with Leadership and Learning. Train administrators and teachers in concepts of Rigorous Curriculum Design</p> <p>3.c Continue full time Library Media Technicians, provide training on Common Core Standards and technology use in the library setting, and provide budget for acquisition of additional library materials</p> <p>3.d Annual contract with Hanover research to provide surveys, research briefs, and metrics to measure implementation of variety of LCAP actions that promote Common Core implementation, from measuring effectiveness of Enrichment Wheel, to depth of standards implementation and</p>	<p>3.a Funding indicated in Goal 2. a</p> <p>3.b Funding indicated in Goal 2.b</p> <p>3.c Library Media Technician salaries \$300,000 Library materials \$50,000 LCFF Supplemental and Concentration Grant Funds</p> <p>3.d Hanover Contract \$35,000 LCFF Supplemental and Concentration Grant Funds</p>

		<p>parent engagement.</p> <p>3.e Teacher and/or student support for Common Core implementation- These additional funds will allow the district to have resources such as professional development, time, or intervention classes or as Common Core standards are fully implemented.</p> <p>3. f Hire resource teachers or Ed Services Coordinator to assist teachers through during implementation of the English Language Arts Units of Study. From clarifying the units, to sitting on Data Teams and providing insights, to working with Ed Services improving the units, this position would be dedicated to assisting the classroom teachers throughout the implementation process</p>	<p>3.e Common Core Funds \$700,000 LCFF Supplemental and Concentration Grant Funds</p> <p>3.f Salary (ies) for additional personnel to assist with Common Core Transition \$150,000 LCFF Supplemental and Concentration Grant Funds</p>
Goal	Expected Outcomes	Actions to meet goal	Funding to support goal
<p>Goal # 4: <i>Parents are engaged with their children’s education</i></p> <p>There is a need for NSD to engage more parents in assisting in their students’ education. In principal survey results, approximately 500 parents from the pool of 5700 students engage regularly in school activities. The 2015-2016 Parent Survey had only 234 responses.</p>	<p>Establish baseline for promotion of parent participation through parent/common core classes in 2015-2016. (500)</p> <p>A 5% increase from Spring 2015 parent survey data questions indicating greater connections to school.</p> <p>Pertinent survey questions on the Spring 2015 survey indicated 80%</p>	<p>In 2015-2016 NSD contracted the services of the National City Collaborative Coordinator to assist with the development a parent engagement plan. In 2016-2017 NSD will:</p> <p>4.a Develop National City Collaborative Strategic Plan that will incorporate strategies to more fully engage parents and the community with the schools. Strategic planning</p>	<p>4.a Plan coordination Consultant \$50,000 Additional Collaborative Funding \$250,000</p>

	satisfaction with connectedness to school.	<p>will begin August of 2016 and be completed December of 2016. This plan will outline how the National City Collaborative will further develop, refine, and oversee parent engagement plan through parenting classes, Common Core classes, and ESL classes.</p> <p>4.b Additional personnel to provide services/education/connection to school sites- could be certificated or classified dependent on focus group for FRC</p> <p>4.c Continue the amount of hours for district translator to be able to assist school sites</p>	<p>LCFF Supplemental and Concentration Grant Funds</p> <p>4. b Additional Personnel \$100,000 LCFF Supplemental and Concentration Grant Funds</p> <p>4.c Translator \$20,000 Object Code 2100-Salary 3212-Benefits LCFF Supplemental and Concentration Grant Funds</p>
Goal	Expected Outcomes	Actions to meet goal	Funding to support goal
<p>Goal # 5: National School District students are engaged in an environment that is safe and focused on wellness</p> <p>In 2014-2015, there were 132 suspension days district wide as measured in the CALPADS system, down from the 213 days of suspension in 2013-2014. We are currently awaiting 2015-2016 final data. We are currently awaiting the results of the California Healthy Kids Survey</p>	<p>10% fewer suspensions each year as reported in CALPADS</p> <p>10% increase in students feeling safe at school as measured by the California Healthy Kids Survey</p> <p>Maintain lower than .01% current expulsion rate</p> <p>Increase student attendance rate from 96.4 % to 97%</p>	<p>In 2015-2016 NSD reinforced Positive Behavior Intervention and Support (PBIS) systems in all its schools Single Plans for Student Achievement. Also, NSD Provide training for all principals and teacher leaders in Restorative Practices and Trauma Informed Practices. In 2016-2017 NSD will:</p> <p>5.a Deepen implementation of PBIS in all schools through monitoring of activities in Single Plans of Student achievement during Principal/Supt.</p>	<p>5.a and b Substitutes \$20,000 County Office services \$10,000</p>

<p>results to be administered fall of 2015.</p> <p>63 families have attended Student Attendance Review Board (SARB) this year.</p> <p>In 2016-2016 Family Resource Center provided 6382 points of service to families in crisis</p> <p>2016-2017, and there exists a need to provide services such as family counseling, food, shelter, health insurance for our families</p> <p>.</p>	<p>Reduce chronic absenteeism from .91% to .80%</p> <p>Advanced Placement pass rate, EAP, middle school drop-out, high school graduation rate, are not applicable metrics as National School District is a Pre-K through Grade 6 district</p>	<p>meetings</p> <p>5.b Train additional personnel in Trauma Informed and Restorative Practices</p> <p>5.c Develop National City Collaborative Strategic Plan that will incorporate strategies to more fully engage parents and the community with the schools. Strategic planning will begin August of 2016 and be completed December of 2016. This plan will outline how the National City Collaborative will further develop, refine, and oversee parent engagement plan through parenting classes, Common Core classes, and ESL classes</p>	<p>LCFF Supplemental and Concentration Funds</p> <p>5.c Funding indicated in 4 a and b</p>
<p>Goal</p>	<p>Expected Outcomes</p>	<p>Actions to meet goal</p>	<p>Funding to support goal</p>
<p>Goal # 6</p> <p>Equitable access and use of cutting edge technology will increase National School District's capacity to provide effective instruction</p> <p>Currently, NSD has a 5-1 student to technological device ratio. There are now 5 technology assistants for the 10 schools. With CCSS, there is a need for more devices and more support to provide an instructional environment that allows students to be college and career ready. The Local Control Accountability Committee also identified professional learning as a priority in order to use technology to</p>	<p>Decreased student to device ratio- from 5-1 to 1:1 in grades 3-6 and 2:1 in grades TK-2</p> <p>Increased capacity for technology usage in the classroom as measured by teacher survey and principal/cabinet walkthroughs</p>	<p>In 2015-2016 NSD used LCFF concentration and supplemental grant funds to hire 2 additional computer systems technicians to assist with additional technology needs. In 2016-2017 NSD will:</p> <p>6.a Continue to fund the 2 systems technician positions</p> <p>6.b Move a district system technician to serve school sites</p> <p>6.c Provide vehicles for technicians</p> <p>6.d In 2016-2017 NSD will add an additional Ed Services Director. This person will:</p> <ul style="list-style-type: none"> • Provide professional 	<p>6. a 2 tech positions \$150,000</p> <p>6.b no cost</p> <p>6.c 1 vehicle \$25,000</p> <p>LCFF Supplemental and Concentration Funds</p> <p>6.d Director position</p>

<p><i>ensure buildings, instructional materials, teacher quality, and transportation for the benefit of all students in the district.</i></p> <p>There is a need to maintain services previously addressed through categorical program dollars.</p> <p>NSD buildings are aging and must be maintained.</p> <p>NSD's busses are aging, and must be replaced.</p> <p>Without a textbook adoption since 2008, and the advent of Common Core, there is a need to provide full textbook adoptions for the next four years.</p> <p>Professional Development for Common Core standards must continue.</p> <p>School Site programs for compensatory education currently provide additional services (e.g. Language Arts Specialists) targeted to increase and improve services for unduplicated students.</p>	<p>same level or greater than the previous year adjusting to need/level of service based on fluctuating student population, salary increases, equipment durability, etc. Maintain 100% Highly Qualified Teacher assignment and certification</p> <p>Provide sufficiency of instructional materials as measured by Williams visits and Governing Board approval</p> <p>Facilities in good repair as measured by the Facilities Inspection Tool (FIT)</p>	<p>spaces needed for instruction using the same percentage of funds normally allocated to maintenance per state guidelines</p> <p>7.b NSD will purchase new bus to replace oldest in the fleet.</p> <p>7.c Materials acquisition in ELA, Math, Science and Social Science</p> <p>7.d NSD will continue to provide individual school sites with the funds necessary to conduct school based programs such as but not limited to: Language Arts Specialists, Impact Teachers, SuccessMaker, Imagine Learning, Site-based professional learning, supplemental materials. Use of the funds must be consistent with the goals of the Local Control Accountability plan, and indicated in the Single Plans for Student Achievement.</p> <p>7.e Maintain current levels of staffing and retain highly qualified teachers through the provision of long and short-term financial compensation with increased contribution to STRS and PERS, and step and column salary schedule.</p>	<p>LCFF Supplemental and Concentration Funds</p> <p>7.b Bus Purchase \$180,000 LCFF Supplemental and Concentration Funds</p> <p>7.c Text Book Purchases \$361,967 LCFF Supplemental and Concentration Funds</p> <p>7.d Discretionary Site Use approved by School Site Councils \$3,059,196 LCFF Supplemental and Concentration Funds</p> <p>7.e Teachers at Current Staffing Levels \$2,495,520 LCFF Supplemental and Concentration Funds</p>
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		7.f Additional electrical costs to maintain healthy classroom conditions as a result of the air conditioning installed due to Proposition N Bond measure.	7.f Additional Electrical Costs \$700,000 Object Code 5500 Services LCFF Supplemental and Concentration Funds
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