



Single Plan for Student Achievement

School Name Steve Luther Elementary

Contact Name and Title Denine Kelly
Principal

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2017-18 Plan Summary

THE STORY

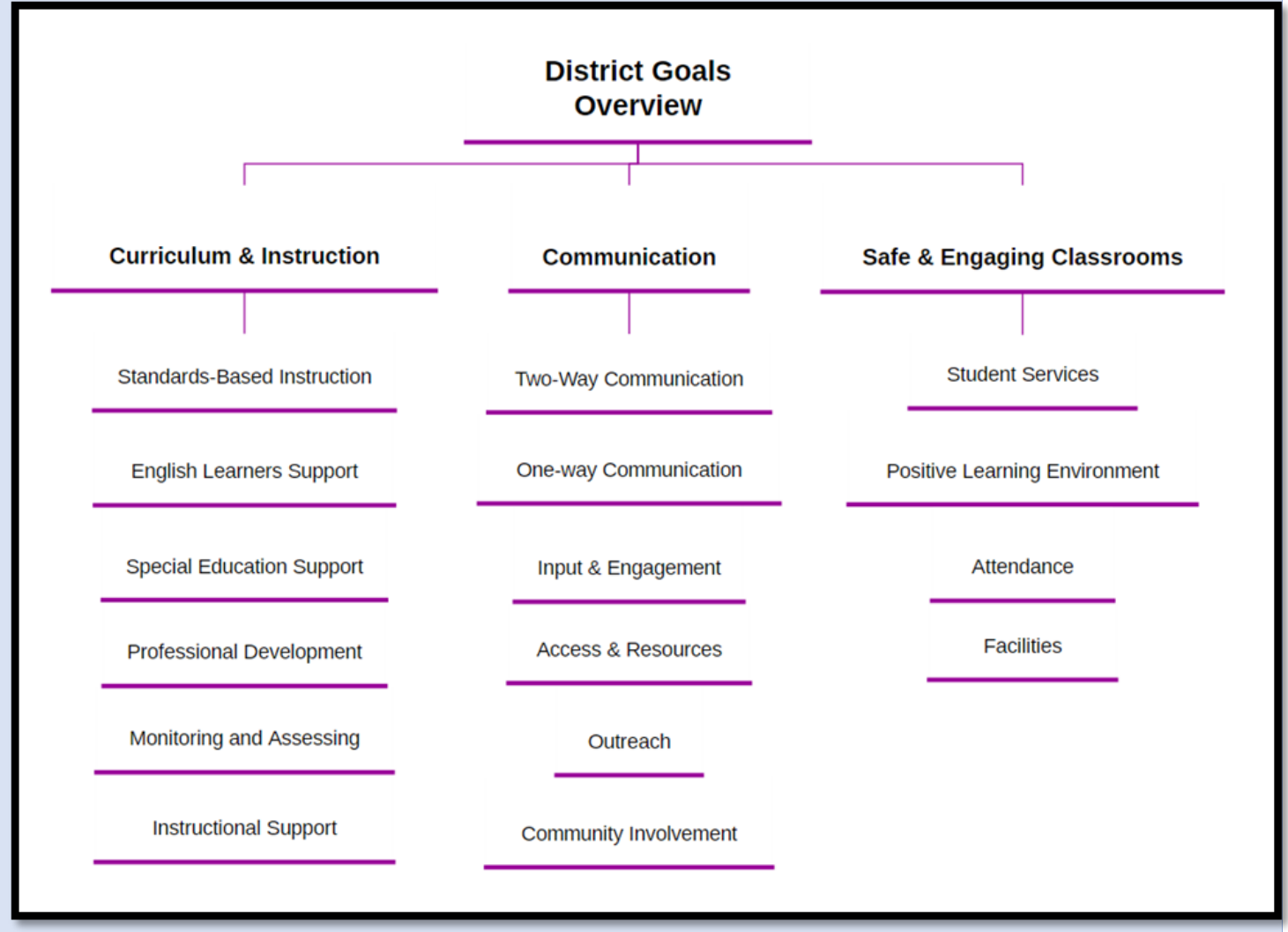
Briefly, describe the students and community and how the school serves them.

Steve Luther Elementary is a public school in the Cypress School District that serves students in Preschool - 6th grade. Luther serves a diverse population, with 39% of our students classified as socioeconomically disadvantaged, 12% as English Learners, and 12% with disabilities. Luther school offers a strong academic program that includes STEM and the arts. Luther is home to the district's preschool special day class program and is one of two schools in the district piloting the Learning Center Model for our special education students in K-6. Luther was named a California Distinguished School in 2010 and a California Honor Roll School in both 2015 and 2016. Luther School encourages parent involvement. Parent groups, such as PTA, School Site Council, the English Learner Advisory Committee, and parent/community volunteers provide input and support our school programs with supplemental programs that include assemblies, field trips, family nights, and after school programs.

PLAN HIGHLIGHTS

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

Luther's school plan is organized into three goals. Our first goal is to provide comprehensive, well-rounded, and rigorous educational experiences to all students. Goal two is to provide a wide variety of parent involvement opportunities with open and transparent communication. Goal three is to provide an engaging, safe, and secure learning environment for all students. The visual below gives additional details about each goal.



REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SCHOOL PLAN goals, local self-assessment tools, stakeholder input, or other information, what progress is the SCHOOL most proud of and how does the SCHOOL 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

Luther students scored in the "high" range in English-Language Arts (as reported on the Five by Five Report). In addition to overall growth, the following subgroups showed improvement: English Learners and Asian subgroups both showed a "significant increase" (as reported on the Five by Five Report) and Hispanic students showed an "increase". In mathematics, the Five by Five report showed that Luther students scored in the "high" range. English Learners and Asian students showed an "increase" in achievement. Overall, students at Luther School continue to attend and engage in school at a high rate, and the suspension rate continues to be <1%.

Referring to the LCFF Evaluation Rubrics Five-by-Five, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the school and/or LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the school has determined need significant improvement based on a review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Based on the 2016 SBAC, Luther school demonstrates a need to focus on the following subgroups in the area of English-Language Arts: socioeconomically disadvantaged and students with disabilities. Our socioeconomically disadvantaged students maintained their level of progress, but continue to remain in the low achievement area. Our students with disabilities showed a decline in performance and scored in the very low range. In mathematics, our socioeconomically disadvantaged students and students with disabilities showed a decline in performance, with our Hispanic and White students maintaining their levels of performance. English Learner Performance Indicators (based on California English Language Development Test Results) show that the rate at which our English Learners are meeting growth targets has also declined. Professional development provided at the district and site level supports teacher ability to provide differentiated and appropriate instruction to meet the needs of students in these subgroups. Staff members meet regularly to monitor school-wide, grade level, and individual student data to identify specific student needs and design targeted instruction to address those needs. Special education and general education teachers collaborate to provide small group instruction and utilize research-based interventions and strategies. English Learners in need of targeted supports receive additional support from the ELD Aide and through attendance at an early morning program focused on writing.

Referring to the LCFF Evaluation Rubrics Five-by-Five, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance at the school and/or LEA. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

Students with disabilities performed two levels below all students in the area of English Language Arts. Luther School has modified its delivery of special education services by switching from a traditional Special Day Class program to a Learning Center Model. Luther is piloting this model for the 2016-17 school year. The Learning Center model provides greater access to the core curriculum and general education setting. Students who are classified as socioeconomically disadvantaged also performed two levels below all students. In order to address the needs of these students, and all students who are performing two levels below (even if they are not a "significant subgroup" at Luther) grade level teams have met to develop Tier 2 interventions to address specific skill deficits for these students. Progress is monitored during grade level meetings and interventions and groups are evaluated and adjusted as needed. Professional development is provided for general education and special education teachers in the area of English Language Arts and how to differentiate instruction. To further meet the needs of our English Learners, a “before school” program for English Learners was implemented this year to provide additional support in writing, for students not demonstrating sufficient progress.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the SCHOOL will increase or improve services for low-income students, English learners, and foster youth.

Luther School, with the centralized support of the Cypress School District, will increase and improve services for low-income students, English Learners, and foster youth. We will increase STEM education, music education, and provide targeted services and support through a certificated Instructional Learning Coach. We will continue to provide professional development at staff meetings to address strategies for English Learners and Students with Disabilities.

Stakeholder Engagement

SCHOOL PLAN
Year

☒ 2017–18

INVOLVEMENT PROCESS FOR PLAN AND ANNUAL UPDATE

How, when, and with whom did the school consult as part of the planning process for this plan/Annual Review and Analysis?

Each year, School Site Council meets at least four times to discuss and advise on the school plan; ensuring goals are aligned with the district plan.

English Language Advisory Committee meets 3-4 times each year to advise on ways to support English Learners and provide input to the school plan.

Principal shares goal progress/data with staff and stakeholder groups who provide recommendations on how our school plan can support the academic needs and goals of all students.

Luther's LCAP and DELAC Parent Representatives attend district meetings to provide input and share information with the School Site Council and English Learner Advisory Committee.

A district stakeholder survey is conducted to seek input from all stakeholders in the district, including parents, staff, and students.

The staff offers feedback at staff meetings and during PLC time.

IMPACT ON PLAN AND ANNUAL UPDATE

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

The Luther School Site Council and ELAC met to advise on priority areas for the School Plan.

Staff input was integrated into the School Plan.

The team used student data to make recommendations and add input on site based goals.

The School Site Council used the reported data to advise on the School Plan.

This information was used to make adjustments to priority areas and next steps.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

<input type="checkbox"/> New		<input checked="" type="checkbox"/> Modified		<input type="checkbox"/> Unchanged			
Goal 1		Provide comprehensive, well-rounded, and rigorous educational experiences to all students, aligned to State Standards.					
<u>State and/or Local Priorities Addressed by this goal:</u>		STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL					
<u>Identified Need</u>		There is an ongoing need to ensure that Luther maintains high-quality materials are in every classroom and a staff of highly qualified teachers and instructional aides, as defined by state and federal law. The shift to newly adopted State Standards and Frameworks in the content areas and aligned CAASPP assessments creates a need for new instructional materials aligned to these new expectations for all core subject areas with professional development and instructional support to meet the diverse needs to the student population.					

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18
<p>Priority 1- Basic</p> <p>a. Highly qualified staff</p> <p>b. Standards aligned materials</p> <p>Priority 2- Implementation of State Standards-</p> <p>c. Implementation of Board adopted academic content and performance standards for all students</p> <p>d. English Learners will have access and instruction utilizing the adopted standards</p> <p>Priority 4 -Priority Pupil Achievement</p> <p>Pupil Achievement as measured by all of the following, as applicable:</p> <p>e. Academic Indicator</p> <p>f. English Learner Progress Indicator</p> <p>Priority 7/8 - Course Access</p> <p>g. Course Access</p>	<p>a. 100% of staff are highly qualified - Williams Act</p> <p>b. 100% of students have access to Core Curriculum - Williams Act</p> <p>c. 100% of students received instruction aligned to State Standards</p> <p>d. 100% of English Learners are instructed using core materials and state standards</p> <p>e. Academic Indicator:- ELA: High; Change: Increased Math: High; Change: Maintained</p> <p>f. English Learner Progress Indicator Status: Medium; Change: Declined</p> <p>g. 100% of students have accessed the approved course of study as described in Sections 51210 and 51220(a)-(i), including unduplicated count pupils and students with disabilities.</p>	

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served
☐ All ☐ Students with Disabilities ☐
Scope of Services
☐ All Students ☐ Specific Grade spans:
OR

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

Students to be Served
☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services
☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
2017-18☐**New**☒**Modified**☐**Unchanged**

Provide a rigorous, high-quality instructional program in English Language Arts including English Language Development, Mathematics, Science, History-Social Science, Visual and Performing Arts and Physical Education aligned to the adopted California State Standards that includes higher order thinking, application, and creativity. Differentiated instruction and assignments will be used to meet the needs of all students (e.g. GATE, English Learner, Foster). All students will have equitable access to all programs, classrooms, and services as required by law, including access to the core curriculum, as defined by the Williams Act. (Priority: 1, 2, 7)

2017-18

Amount

\$250,000

Source

Centralized Service

 Budget Reference
Expenditure Description

 4000-4999: Books And Supplies
Core curriculum

Amount

\$278,737

Source

Centralized Service

 Budget Reference
Expenditure Description

 4000-4999: Books And Supplies
Supplemental curriculum, including Software/Webware

Amount	\$49,816
Source	Centralized Service
Budget Reference Expenditure Description	4000-4999: Books And Supplies Technology such as devices and ancillaries for students, teachers, and administrators
Amount	\$98,319
Source	Centralized Service
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Library Clerks

Action 2

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Scope of Services

☐ All Students ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

2017-18

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
The instructional program for English Learner (EL) students will be designed and implemented to ensure that they meet English Language Development (ELD) standards for their respective grade levels. Students will acquire full proficiency in English as rapidly and effectively in order to attain parity with native speakers within a reasonable period of time, and achieve the same rigorous, grade-level academic standards that are expected of all students. (Priority: 2)		

2017-18

Amount	\$56,887
Source	Centralized Service
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries English Language Development Aides
Amount	\$13,499
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Summer CELDT to facilitate proper class placement-Teachers
Amount	\$6,277
Source	Centralized Service
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Summer CELDT to facilitate proper class placement-Classified

Action 3

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

Students to be Served

☐

All

☒

Students with Disabilities

☐

Scope of Services

☒

All Students

☐

Specific Grade spans:

OR

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

Students to be Served

☐

English Learners

☐

Foster Youth

☐

Low Income

2017-18

<input type="checkbox"/>	New	<input type="checkbox"/>	Modified	<input checked="" type="checkbox"/>	Unchanged
Implement a high-quality program for Students with Disabilities (SWD) to ensure full participation with equity and access to the instructional program with the appropriate accommodation and/or modifications, as identified in the student's Individualized Educational Plan (IEP) or 504 Plan. (Priority: 2)					
Amount	\$55,657				
Source	Centralized Service				
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Classroom Teachers-ESY				
Amount	\$40,286				
Source	Centralized Service				
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Classified Staff-ESY				
Amount	\$10,000				
Source	Centralized Service				
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Administrator Designee				

Action 4

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

Students to be Served☐ All ☐ Students with Disabilities ☐Scope of Services☐ All Students ☐ Specific Grade spans:**OR**

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

Students to be Served☒ English Learners ☒ Foster Youth ☒ Low IncomeScope of Services☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)**2017-18****New****Modified****Unchanged**

Assess, monitor and report student academic progress by using a variety of data (work samples, observations, assessments) gathered will be used by a teacher, grade, school, and District to determine student progress. The progress of students in at-risk sub-groups will carefully be monitored. National/ state/ local assessment data as well as student work samples, observations and presentations will be analyzed to determine if interventions are closing the achievement gap. Action plans will be reviewed and revised as needed to ensure students are making progress toward proficiency. (Priority 4, 8)

2017-18

Amount

\$25,000

Source

Centralized Service

Budget Reference
Expenditure Description5800: Professional/Consulting Services And Operating Expenditures
Educational Assessment Data Management System/Measured Progress

Amount

\$64,575

Source

Centralized Service

Budget Reference
Expenditure Description2000-2999: Classified Personnel Salaries
Data Analyst/Technician

Amount	\$30,000
Source	Centralized Service
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Student Management System

Amount	\$5,000
Source	Centralized Service
Budget Reference Expenditure Description	4000-4999: Books And Supplies Materials and printing

Action 5

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Scope of Services

☐ All Students ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

2017-18

☐ **New** ☒ **Modified** ☐ **Unchanged**

Provide each site with instructional support that will assist in the implementation of 21st Century teaching skills, curriculum development, and the integration of technology into the classroom with a focus on the District identified sub-groups. (Priority: 7)

2017-18

Amount	\$415,000
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Instructional Learning Coaches
Amount	\$149,650
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Coordinator, Assessment, and Technology
Amount	\$175,000
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries 2 STEM Teachers on Special Assignment

Amount	\$240,00
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries 3 Music Teachers
Amount	\$240,000
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries 6 Instructional Learning Coaches
Amount	\$6,000
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries 6 Technology Lead Teachers
Amount	\$6,000
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries 6 STEM Liaisons
Amount	\$394,000
Source	Centralized Service
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Early Learning Programs: School Readiness and State Preschool staff

Action 6

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Scope of Services

☐ All Students ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

2017-18

☐ **New** ☒ **Modified** ☐ **Unchanged**

All Certificated and Classified staff will increase content and pedagogical knowledge through collaboration and professional development. All teachers and, as appropriate, support staff will be trained in and will implement District adopted programs and strategies to provide a comprehensive, well-rounded and rigorous educational experience for all students. Professional development will be of sufficient intensity and duration to have a positive and lasting impact on teacher and staff performance and student achievement. These opportunities will be provided during staff meetings, in-services, workshops, release days, etc. Professional development may include:

- ~ State Standards
- ~ District approved Core and Supplemental Curriculum
- ~ Learning Environments
- ~ Using data to drive instruction
- ~ Positive Behavior Supports
- ~ Differentiation

(Priority: 4, 7)

2017-18

Amount

\$477,222

Source

Centralized Service

Budget Reference
Expenditure Description

1000-1999: Certificated Personnel Salaries
Pupil Free and Minimum Days-Certificated

Amount

\$72,775

Source

Centralized Service

Budget Reference
Expenditure Description

2000-2999: Classified Personnel Salaries
Pupil Free and Minimum Days-Classified

Amount	\$266,500
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Release Time, Extra Pay, Stipends-Certificated
Amount	\$25,000
Source	Centralized Service
Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures Beginning Teacher Support and Assessment (BTSA)
Amount	\$170,000
Source	Centralized Service
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Contracts with Providers (Such as OCDE, Thinking Maps, CRLP, PEPD)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

☐ New

☒ Modified

☐ Unchanged

Goal 2

Provide a wide variety of parents/guardians and community involvement opportunities with open and transparent communication to assure accurate, timely information.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Community Relations

Identified Need

There is a need to maintain parents/guardians and community as active partners in their child's educational program that welcomes them into the school for engagement and volunteer opportunities. It is identified there is a diverse population at Luther and there is a need to ensure that all families have access to the school community in a wide variety of ways with open and transparent communication between school and home. In all parent and staff input meetings and in the CYPSSD survey data, it was identified that parents feel connected to their school. There is a need to provide expanded and parent education opportunities at a variety of times to meet the demands of the working and stay-at-home parent. All of these outreach efforts will engage parents as partners in the educational process and will serve to strengthen the goals listed throughout this plan, including improving academic achievement, language proficiency, student behavior, and student attendance.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18
<p>Priority 3- Parental Involvement</p> <ul style="list-style-type: none"> a. Parents will be provided with opportunities to participate in decision-making District and School advisory committees. b. Parent participation in District and School involvement opportunities with outreach to Socio-Economically Disadvantaged (SED), English Learner and Foster families c. District staff will participate in community/advocacy groups which support all students, including English Learners, Foster and Socio-Economically Disadvantaged (SED) students d. Monthly newsletters and Board Meeting Highlights 	<ul style="list-style-type: none"> a. Luther School has a School Site Council (SSC)/English Learner Advisory Committee (ELAC) includes parent representation as required in EC. 52852/35147. Luther has an identified parent representative for LCAP and District English Language Advisory Committees b. Four District parent education classes, with translation provided, located at various times and locations were offered in addition to school level parent involvement opportunities c. District staff participates Rotary, PTA Roundtable Association of California School Administrators, Anaheim Union High School District Articulation Committees d. Monthly District newsletters (8 times per year) Monthly Board Meeting Highlights (12 times per year) and school level newsletters, phone calls, and emails provide school-specific information and updates. 	

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Scope of Services

All Students ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

2017-18

☐ New ☒ Modified ☐ Unchanged

Provide for a variety of means for two-way communication between staff, parent, community and district such as conferences, meetings, email, and phone calls.
(Priority: 3)

2017-18

Amount

\$160,000

Source

Centralized Service

Budget Reference
Expenditure Description

1000-1999: Certificated Personnel Salaries
Formal Parent Conferences

Amount

\$2,500

Source

Centralized Service

Budget Reference
Expenditure Description

4000-4999: Books And Supplies
Materials

Action 2

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Scope of Services

All Students ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

2017-18

☐ New ☐ Modified ☒ Unchanged

Provide timely communication to parents /guardians and community on their child's educational program through a variety of means such as email, phone, text messaging. Revise and update policies and guidelines for websites and social media and roll-out plan for parent portals to access student information, re-registration, and grade book. (Priority: 3)

2017-18

Amount	\$2,000
Source	Centralized Service
Budget Reference Expenditure Description	4000-4999: Books And Supplies Materials
Amount	\$5,300
Source	Centralized Service
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures District Website
Amount	\$6,000
Source	Centralized Service
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Communication System: School Messenger

Amount	\$3,000
Source	Centralized Service
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Constant Contact
Source	Centralized Service
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Re-registration support

Action 3

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Scope of Services

All Students ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

2017-18

☐ New ☐ Modified ☒ Unchanged

Parents will participate in decision-making regarding school and District priorities reflecting the demographics of the school and District by:

- ~ LCAP committee to be representative of District demographics
- ~ School Site Councils, as indicated on site by-laws
- ~ English Learner Advisory Committee (ELAC), as indicated on site by-laws or will follow the SBE guidelines when incorporating in SSC
- ~ District English Learner Committee (DELAC), in accordance with Education Code 35147.
- ~ Community Advisory Council (Special Education)

(Priority: 3)

Amount

\$1,000

Source

Centralized Service

Budget Reference
Expenditure Description

4000-4999: Books And Supplies
Materials

Action 4

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Scope of Services

All Students ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

2017-18

☐ **New** ☐ **Modified** ☒ **Unchanged**

Provide parents with the resources and access to be active participants in their student's educational program through a variety of means:

- ~ Standards-based report cards
- ~ Progress reports as needed for students not meeting expectations/standards.
- ~ Written explanation and/or FAQs to explain student expectations and learning goals.
- ~ Offer parent education classes including topics such as Standards and Content areas, Smarter Balanced, Technology, Next Generation Science Standards, STEM Cyber Safety and School Safety
- ~ Variety of meeting times and locations to accommodate parents diverse schedules
- ~ Utilize the following means to promote parent participation, such as providing a variety of School / District involvement activities - Career Day, Read Across America, Back to School, Open House. (Priority: 3)

2017-18

Amount

\$6,000

Source

Centralized Service

Budget Reference
Expenditure Description

4000-4999: Books And Supplies
Parent Education Classes

Action 5

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Scope of Services

All Students ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

2017-18

☐ New ☐ Modified ☒ Unchanged

The District and schools will provide targeted outreach to parents of students in at-risk subgroups to ensure parent participation is representative of District and school demographics, including Special Education, foster parents and parents of English Learners. All sites make accommodations, as appropriate for parents with disabilities.
(Priority: 3)

2017-18

Amount	\$26,500
Source	Centralized Service
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Translator-Korean
Amount	\$20,000
Source	Centralized Service
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Provide additional interpretation and translation when possible in other languages including sign language or other communication devices not required by Education Code.

Action 6

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Scope of Services

All Students ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

2017-18

☐ New ☐ Modified ☒ Unchanged

District Administrators and appropriate staff will participate in community organizations and articulation opportunities to build relationships and share District vision and mission. Participation in community groups such as:

~ Rotary
~ Arts Association
~ PTA
~ ACSA
~ AUHSD Articulation
(Priority: Local)

2017-18

Amount

\$5,000

Source

Centralized Service

Budget Reference
Expenditure Description

5000-5999: Services And Other Operating Expenditures
Conference Attendance

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

☐ New

☒ Modified

☐ Unchanged

Goal 3

Provide an engaging, safe, and secure learning environment for all students.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

Identified Need

Luther students are engaged with school and the average attendance rate is 97% overall. There is a need to support students and monitor the chronic absenteeism.

Luther recognizes the on-going need to provide appropriate behavior interventions. Student discipline and behavioral intervention data indicate there is a need to increase support for students with a multi-tiered support system that will refine behavior management activities, and provide intensive behavioral supports for students with needs in this area. In order to ensure the safety and well-being of all students and staff, school facilities must continue to be maintained in good repair. Continual changes in technologies create the need for periodic updates of communications and maintenance systems. Modern systems ensure adequate infrastructure for safe and efficient learning environments.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18
Priority 5 Pupil Engagement b. School attendance rates c. Chronic absenteeism rates Priority 6 d. Pupil suspension rates e. Pupil expulsion rates f. Surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	a. Luther met maintenance standards-Williams Act b. 95% attendance rate c. Estimated 10.4% chronic absenteeism rate, official data is not yet available d. Less than 1% e. Less than 1 % f. Surveys measuring a sense of safety and school connectedness is administrated Feb-March	

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Scope of Services

☐ All Students ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

2017-18

☐ **New** ☐ **Modified** ☒ **Unchanged**

Provide systemic and comprehensive Student Services, supporting of all students, including health care support to help monitor and support student access to their educational program including:

- ~ District-wide enrollment process and re-enrollment of all students
- ~ Revising and updating attendance accountability
- ~ District School Registered Nurse, Licensed Vocational Nurse
- ~ Implement a School Readiness Program with a School Readiness Teacher and Nurse
- ~ Review and adjust Clerical Staffing as appropriate

(Priority: 5)

2017-18

Amount

\$116,391

Source

Centralized Service

Budget Reference
Expenditure Description

1000-1999: Certificated Personnel Salaries
District Nurses (1.5)

Amount	\$37,806
Source	Centralized Service
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Licensed Vocational Nurse
Amount	50,000
Source	Centralized Service
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries School Readiness Nurse (.5)
Amount	No associated cost at this time
Source	Centralized Service
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Review and adjust Clerical Staffing as appropriate

Action 2

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Scope of Services

☐ All Students ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

2017-18

☐ New ☐ Modified ☒ Unchanged

District and schools will implement a positive learning environment that supports and monitors attendance rates and student discipline data including incident reports, suspension, and expulsion data (Priority: 5, 6)

2017-18

Amount

Goal 1- Student Information System

Budget Reference
Expenditure Description

Student information system-Aeries

Action 3

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

Students to be Served

☐ All ☐ Students with Disabilities ☐

Scope of Services

☐ All Students ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☒ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

2017-18

☐ New ☐ Modified ☒ Unchanged

District staff will attend ongoing meetings at Orange County Department of Education (OCDE) to address cultural diversity and social justice issues, increase collective knowledge, share best practices, and problem solves to better support every student. Information will be shared with staff on how to work with a diverse parent population.

Coordinate services for homeless and foster students to ensure a continuity of their educational program by utilizing the following support groups to improve our McKinney-Vento student's conditions of learning:

- ~ County Child Welfare Agency
 - ~ OCDE Homeless Liaison Network
 - ~ 211 Support
 - ~ OC Partnership
 - ~ HOPES Collaborative
 - ~ First International Doers Ministries
 - ~ Straight Talk
 - ~ Provide counseling outreach for eligible students and families
- (Priority: 8)

Amount

\$157,850

Source

Centralized Service

Budget Reference
Expenditure Description

1000-1999: Certificated Personnel Salaries
Director of Special Education/Student Services

Action 4

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

Students to be Served

☒ All ☐ Students with Disabilities ☐

Scope of Services

☒ All Students ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

2017-18

☐ New ☐ Modified ☒ Unchanged

To align with the diverse community needs, review and annually update District student calendars to maximize student attendance and minimize cost. (Priority: 5)

2017-18

Amount

No anticipated cost

Action 5

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

Students to be Served

☒ All ☐ Students with Disabilities ☐

Scope of Services

☒ All Students ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

2017-18

☐ New ☐ Modified ☒ Unchanged

Maintain high quality, clean and secure facilities in accordance with the Williams Act.

~ Review and adjust Classified staffing as appropriate

~ Review and plan for technology upgrades and improvements

(Priority: 1).

2017-18

Amount

No anticipated cost

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (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).

(b) "Middle School dropout rate" shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

- (1) The number of cohort members who drop out 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).

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) "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).

(f) "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 *Education Code* 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 SCHOOL PLAN 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 *Education Code* Section 42238.01; community members; local bargaining units; SCHOOL 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 SCHOOL to inform the SCHOOL PLAN goal setting process? How was the information made available?
- 4) What changes, if any, were made in the SCHOOL PLAN prior to adoption as a result of written comments or other feedback received by the SCHOOL through any of the LEA's engagement processes?
- 5) What were specific actions taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and by groups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

SPSA Expenditure Summary

Total Expenditures by Funding Source	
Funding Source	2017-18
All Funding Sources	4,204,547.00
Centralized Service	4,204,547.00
Other	0.00
Site Discretionary	0.00

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

Total Expenditures by Object Type	
Object Type	2017-18
All Expenditure Types	4,204,547.00
1000-1999: Certificated Personnel Salaries	2,522,769.00
2000-2999: Classified Personnel Salaries	797,425.00
4000-4999: Books And Supplies	595,053.00
5000-5999: Services And Other Operating Expenditures	239,300.00
5700-5799: Transfers Of Direct Costs	0.00
5800: Professional/Consulting Services And Operating Expenditures	50,000.00

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

Total Expenditures by Object Type and Funding Source		
Object Type	Funding Source	2017-18
All Expenditure Types	All Funding Sources	4,204,547.00
1000-1999: Certificated Personnel Salaries	Centralized Service	2,522,769.00
1000-1999: Certificated Personnel Salaries	Site Discretionary	0.00
2000-2999: Classified Personnel Salaries	Centralized Service	797,425.00
4000-4999: Books And Supplies	Centralized Service	595,053.00
4000-4999: Books And Supplies	Other	0.00
4000-4999: Books And Supplies	Site Discretionary	0.00
5000-5999: Services And Other Operating Expenditures	Centralized Service	239,300.00
5000-5999: Services And Other Operating Expenditures	Other	0.00
5000-5999: Services And Other Operating Expenditures	Site Discretionary	0.00
5700-5799: Transfers Of Direct Costs	Other	0.00
5700-5799: Transfers Of Direct Costs	Site Discretionary	0.00
5800: Professional/Consulting Services And Operating Expenditures	Centralized Service	50,000.00

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

Total Expenditures by Goal	
Goal	2017-18
Goal 1	3,605,200.00
Goal 2	237,300.00
Goal 3	362,047.00
Goal 4	0.00
Goal 5	0.00

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



Luther Elementary Parent Involvement Policy

Luther Elementary School has developed a written parent involvement policy which is available via the school website. This parent policy describes the means for carrying out parental involvement requirements.

Luther School takes the following steps to involve parents in the school:

- Holds an annual Back to School Night and sends home information regarding parent rights to inform parents of their right to be involved in their child's educational program.
- Offers a number of parent meetings and opportunities to help parents partner in their child's educational experience. This includes parent conferences, Family Nights, participation on school and district committees (School Site Council, ELAC, LCAP, DELAC)
- Involves parents in the planning, review, and improvement of its programs and the parental involvement policy. This occurs through School Site Council meetings, English Language Advisory Committee meetings, and PTA meetings. Parents representing the school's ELAC and LCAP participate in district level committees and parents are provided an opportunity for input through a district on-line survey as well as a school survey.
- Frequently provides parents with school and community-related programs through flyers, emails, automated phone calls home, website, website links, and written information sent home.
- Provides parents with an explanation of the curriculum, assessments, including SBAC and proficiency levels students are expected to meet through parent meetings, district and school produced literature, parent conferences, information sessions and links on the school website.
- Provides parents with opportunities to participate in decisions relating to the education of their children through parent meetings, conferences, SST's, IEP's, progress reports, emails, and phone calls.

Building Capacity for Involvement

Luther School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

- Helps parents understand academic content standards, assessments, and how to monitor and improve the achievement of their children by providing informational workshops, sharing digital and hard copy resources, encouraging parent volunteerism, sharing information at Back to School Night, and Parent Conferences, School Site Council, ELAC, and PTA.
- Provides materials and training to help parents work with their children to improve their children's achievement by offering parent training, providing links to resources such as Study Island and Education City, Reading Counts Reports and recommended reading lists, and sharing resources that parents can use to assist their children at home.
- Supports the parent/school connection by facilitating a warm, welcoming environment. Works with staff to provide an atmosphere of professionalism and partnership.
- Distributes information to parents related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Provides translators at IEPs.
- Invites parent input at parent conferences, School Site Council, ELAC, and PTA meetings about the type of parent involvement opportunities that are offered.

Accessibility

Luther School provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

☒ English Learner Advisory Committee Marina Slurk Signature

☐ Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: April 25, 2017.

Attested:

Denine Kelly
Typed name of School Principal

Denine Kelly
Signature of School Principal

4/25/17
Date

Delia Espana
Typed name of SSC Chairperson

Delia Espana
Signature of SSC Chairperson

5/3/17
Date