

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Escalon Charter Academy

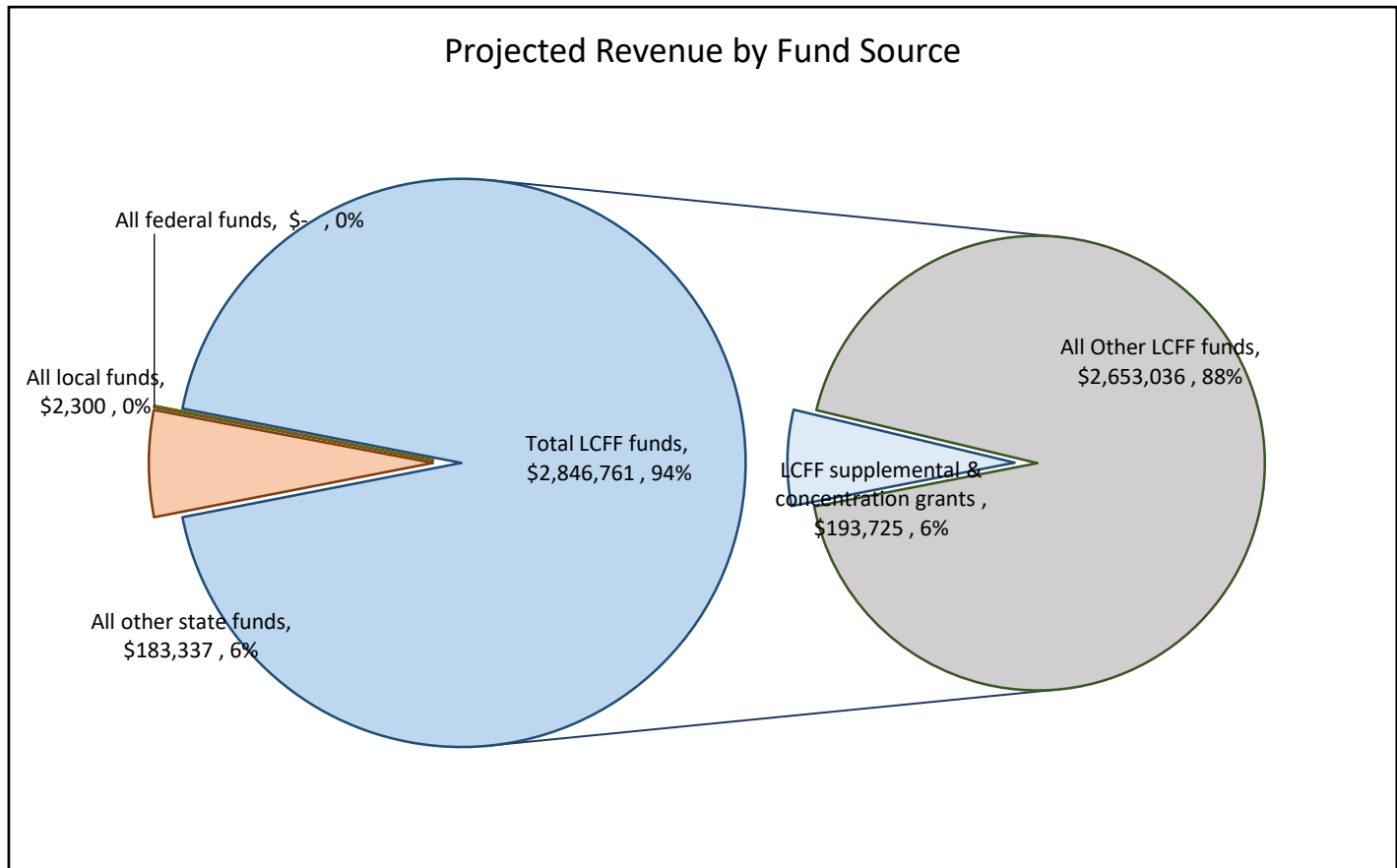
CDS Code: 39-68502-0126011

Local Control and Accountability Plan (LCAP) Year: 2019-2020

LEA contact information: Kristin Tiger

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-2020 LCAP Year

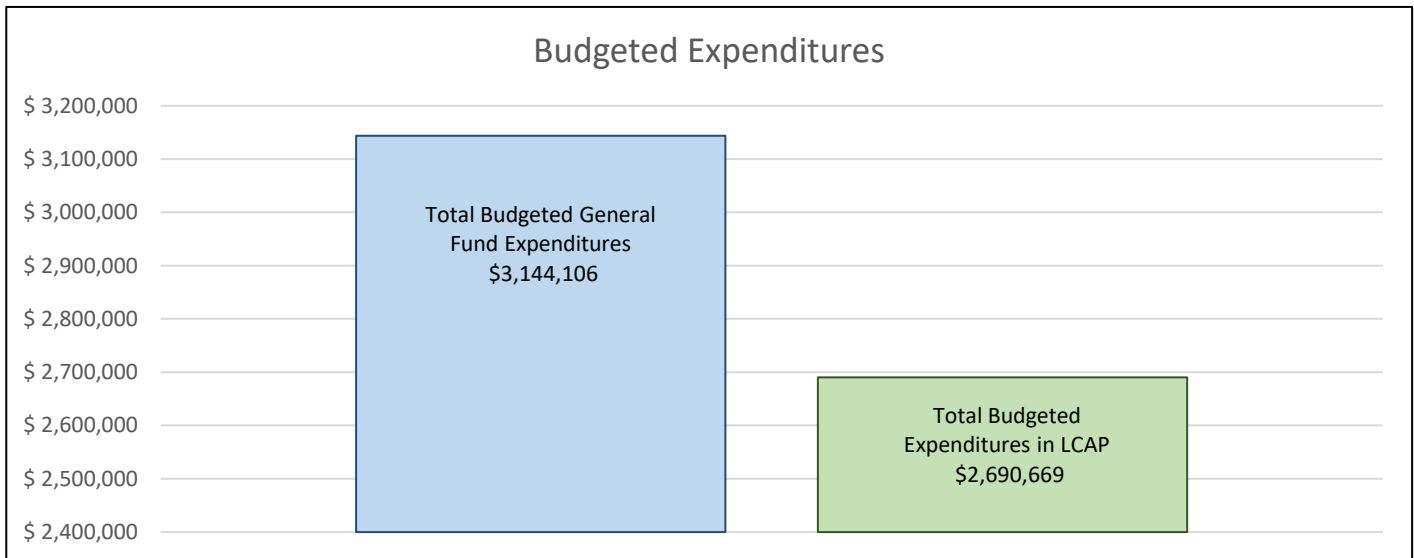


This chart shows the total general purpose revenue Escalon Charter Academy expects to receive in the coming year from all sources.

The total revenue projected for Escalon Charter Academy is \$3,032,398.00, of which \$2,846,761.00 is Local Control Funding Formula (LCFF), \$183,337.00 is other state funds, \$2,300.00 is local funds, and \$0.00 is federal funds. Of the \$2,846,761.00 in LCFF Funds, \$193,725.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Escalon Charter Academy plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

Escalon Charter Academy plans to spend \$3,144,106.00 for the 2019-2020 school year. Of that amount, \$2,690,669.00 is tied to actions/services in the LCAP and \$453,437.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

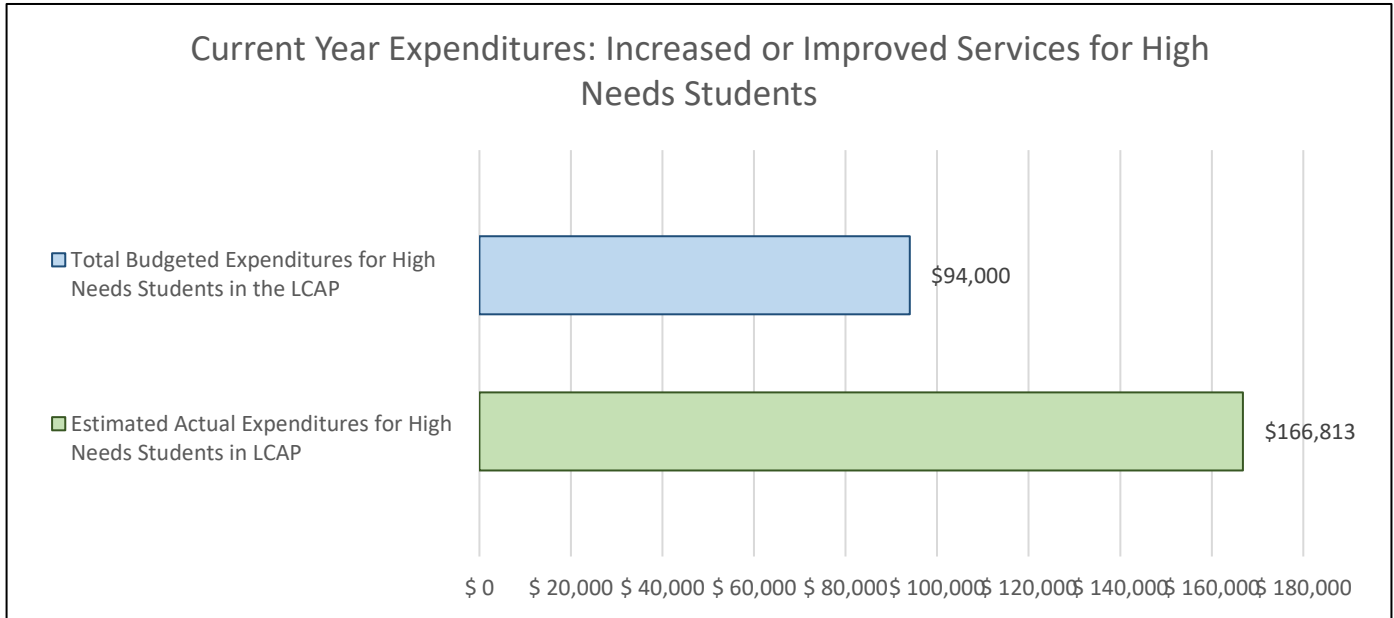
The LCAP does not include several essential, non-instructional services or their costs, such as utilities, district personnel services, debt service, facility and operational costs not included in MOT costs, and costs associated with one-time funds.

Increased or Improved Services for High Needs Students in 2019-2020

#REF!

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-2019



This chart compares what Escalon Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Escalon Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, Escalon Charter Academy's LCAP budgeted \$94,000.00 for planned actions to increase or improve services for high needs students. Escalon Charter Academy estimates that it will actually spend \$166,813.00 for actions to increase or improve services for high needs students in 2018-2019.

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

Escalon Charter Academy

Contact Name and Title

Ricardo Chavez
Assistant Superintendent

Email and Phone

rchavez@escalonusd.org
209-838-3591

2017-20 Plan Summary

The Story

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

The Escalon Unified School District was formed in 1967 and unified 8 separate districts in the greater Escalon area. Located in a rural agrarian part of Southern San Joaquin County, the district serves the greater communities of Escalon, Farmington and Colleeville. The district operates 4 elementary schools, 1 middle school, 1 comprehensive high school, 1 continuation school and a charter school. The district currently serves nearly 3,000 students across all school sites. District enrollment had seen a decline over the last several years, but has recently begun to stabilize due in part to charter options and the growth of a Dual Language Immersion Academy. Current student demographics indicate that 45.2% of students are White, 49.9% are Hispanic and 4.9% are from other backgrounds. Additionally, 54.5% of the district's students are socioeconomically disadvantaged, 22.7% are English Learners, 51.93% are unduplicated and 9.5% receive special education services. The District is rich with tradition and enjoys extensive community support. Providing a high quality education for its students has always been the district's top priority, and it has implemented a range of programs to meet the needs of all students. With the advent of the Common Core State Standards the district has provided extensive training to all staff, adopted new curricular materials, and significantly expanded technology to meet the rigor these new standards require. The district's commitment to its students is evidenced by its simple, yet powerful mission statement ~ "All students will learn at high levels".

Local Control Accountability Plan - District Overview

Escalon USD 2018-19



Goal 1 - Provide the necessary resources and staffing to make all students Career and College Ready. (Priorities 1, 2, & 3); 8 Actions/Services



Goal 2 - Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be Career and College Ready. (Priorities 4 & 8); 5 Actions/Services



Goal 3 - Enlist all stakeholders to create learning environments that are effective and engaging. (Priorities 3, 5, & 6); 2 Actions/Services

~ EUSD Mission ~

We will ensure all students learn at high levels



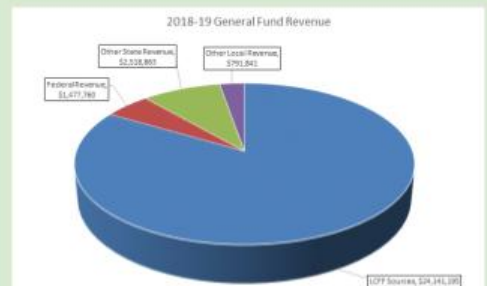
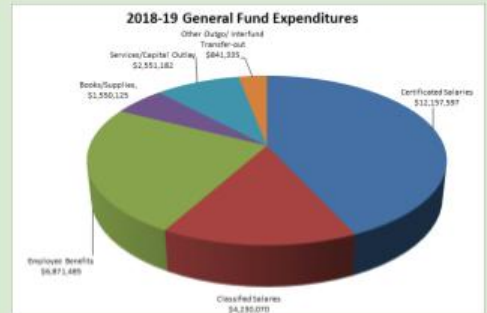
- 4 - Elementary Schools
- 1 - Middle School
- 1 - High School
- 1 - Charter School
- 1 - Continuation High School



Enrollment - 2594

- 45.2% White
- 49.9% Hispanic
- 22.7% English Learners
- 48.5% Free and Reduced
- 51.9% Unduplicated
- 9.5% Special Education

\$\$ Budget Information \$\$



LCAP Highlights

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

Goal 1 - Provide the necessary resources and staffing to make all students Career and College Ready. (Priorities 1, 2, & 7); 8 Actions/Services

Goal 2 - Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready. (Priorities 4 & 8); 5 Actions/Services

Goal 3 - Enlist all stakeholders to create learning environments that are effective and engaging. (Priorities 3, 5, & 6); 2 Actions/Services

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

Based on a review of state and local indicators of student performance included in the LCFF Evaluation Rubrics, local surveys, stakeholder input, and other metrics, the areas of greatest progress are summarized below.

- All student groups either maintained or improved CAASPP scores in both Math and ELA except for Students with Disabilities. Overall district scores improved by 5.4 points in ELA (Yellow category on CA School Dashboard) and dropped 0.7 points in math, remaining in the Orange “maintained” category. Hispanic students had a 7.0-point gain from previous year in ELA (Yellow category) and a 0.9-point increase in math, remaining in the Orange “maintained” category. The District is planning continued professional development (PD) aimed at providing more training in data analysis paired with PD in in best practices and instructional strategies to support all students. This will help support the continued growth in academic performance across subjects (Goal 1 - A/S 1.3, 1.7).
- Increases and improvements in educational technology also received positive support from stakeholder groups. All schools continue to have high speed fiber connections, and wireless access points in each classroom. The district was able to purchase enough chromebooks for students in grade 2nd through 9th to have their own 1:1 device. The plan remains to add chromebooks to a grade level every subsequent academic school year (e.g. 2019-20 -10th grade; 2020-21 -11th grade; and 2021-22 - 12th grade) (Goal 1 - A/S 1.2).
- The district is in its second year of implementation of its assessment and student progress monitoring system. District and site staff continue to be provided with valid, actionable data regarding student academic strengths and weaknesses. As of May 31st, 2019, nearly every student grade 2nd through 11th will have taken a minimum of 3 benchmarks in ELA and Math (fall, winter & spring). Additionally, nearly every student in grades 6-12 will have taken between 3-4 benchmarks in content specific areas. This system represents a core component in the district’s overall improvement strategy and is also contributing to the development of a far more robust data literate culture. More importantly the collection of actionable data has facilitated the continued shift in district culture towards Professional Learning Communities (PLC) (Goal 2 - A/S 2.1).
- A District level MTSS team participated in four days of Technical Assistance to continue expanding MTSS district wide; this was in part due to the District receiving a cohort 3 MTSS Sums Initiative grant (Goal 2 - A/S 2.5).
- The District provided ample PD targeted to meet the varied needs of the student body. Of importance is the districts commitment to PLC's. By the end of June 2019, close to 100 teachers, administrators and staff will have attended a Professional Learning Communities at Work conference. This is part of the initial stages for full PLC implementation with more Targeted Assistance, PD and coaching planned for the upcoming school years (Goal 1 - A/S 1.7; Goal 2 A/S 2.1, 2.5).
- In the area of curriculum and instruction, the District adopted a new TK-5 English Language Arts Curriculum district wide. Professional Development will be provided the upcoming year to ensure fidelity implementation of the curriculum. Additionally, enough textbooks and teaching materials will be ordered to ensure that each student is provided with necessary and appropriate instructional materials (Goal 1 - A/S 1.8).

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

Based on a review of state indicators of student performance included in the Fall 2018 California School Dashboard, areas of greatest need are summarized below.

The LEA demonstrated growth from previous year (2016-17) in overall performance in the following two areas: Suspension Rates and ELA moving from the orange performance category to the yellow performance category. Reviewing the data in more detail, the district suspension rate was 5.1% (which is a decrease of 0.8% from previous year). While lower than the suspension rate for the county, it is still higher than the state and a concern. Furthermore, parents and students via survey data have reported concerns with school climate. To address this, need the district continues moving forward on full implementation of MTSS across all sites. The district participated in MTSS Technical Assistance as part of cohort 3 MTSS grant. Dent Elementary, the district’s largest elementary school with roughly 600 students, is currently in year three of implementing Positive Behavior Intervention and Support (PBIS). PBIS is the behavioral component of MTSS and Dent’s program continues to serve as an excellent example of the effectiveness of PBIS. The district also hired another full-time school psychologist during the 2018-19 school year as well as 1.0 FTE licensed marriage and family therapist, to support the needs of the student body. (Goal 1 - action/service 1.1, 1.3; Goal 2 - action/service 2.5 and Goal 3 - action/service 3.2)

EL Progress has been identified by our governing board as an area of critical need. Recognizing how critical it is to have an effective process to identify, track and monitor the district’s EL students, a completely revamped and more centralized process was instituted last year resulting in 138 students being redesignated as English proficient. This process continued to be implemented during the 2018-19 school year. Some modifications will be needed however, as the state is now requiring LEA’s to administer the ELPAC as opposed to the CELDT. With the tracking/monitoring system in place, the district will intensify its focus on providing effective language acquisition instruction in both designated and integrated settings. The district is establishing a “District Data Review Team” which will be charged with coordination and implementation of programs and services for EL students. The district’s assessment/progress monitoring system will also be used to progress monitor district EL students and district professional development efforts will target ELD. In this vain, El Portal Middle School piloted a level 5, ELD curriculum to be used in conjunction with the ELA core and ultimately support the needs of our EL students. Lastly, the district welcomed the first cohort (2 kindergarten classes) of Dual Language Immersion program students at Collegeville Elementary which has one of the highest EL percentages in the district. The program will be expanded every academic year by adding an additional grade level. (Goal 1 - action/service 1.1, 1.3, 1.7; Goal 2 action/service 2.1, 2.2, 2.4)

In reviewing dashboard and other data regarding performance indicators in math and ELA, the district has identified math as another area of primary need. Reviewing the data in more detail English learners, Hispanic students, socioeconomically disadvantaged Students and students with disabilities all were within the orange performance category, with white students being in the yellow category. Not to dismiss the need to improve ELA performance, the district’s 11th grade scores reflect that once in high school a student’s ELA skills greatly improve (in 2017-18 11th grade ELA scores indicated 59% of all students scored at or above standard). To address the needs in math

the district will continue to provide professional development aligned with adopted materials to all teachers K-12. Additionally, data generated through the district's assessment/progress monitoring system will provide detailed feedback on individual student needs to allow for more targeted instruction. (Goal 1 action/service 1.1, 1.2, 1.3, 1.7; Goal 2 - 2.1, 2.4)

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

Based on a review of state and local indicators of student performance included on the California Dashboard, English Language Learners were in the orange performance level in comparison to the green performance level for "all students," on the chronic absenteeism indicator. The District will continue to use attendance incentives across all school sites to promote increased attendance. In addition, the District will utilize other means to actively engage with parents in order to ensure that their children attend school. Some of these measures may include student study team meetings (SST), parent-teacher and parent-counselor conferences as well as the use of the School Attendance Review Board (SARB) Translators will available to attend these meetings and support the needs of non-English speaking parents. (Goal 3 - A/S 3.2).

Students with disabilities were in the red performance level in comparison to the yellow level for "all students" on the suspension rate indicator. Although an improvement from previous years suspension data for all English learners, Hispanic students, students of two or more races and socioeconomically disadvantaged students were in the yellow performance category. As listed in the previous "Review of Needs" section, the district will be expanding MTSS to all sites to ensure that all students' academic and behavioral needs are addressed. In addition, a full time LMFT was hired in 2018-19 to support social-emotional and behavioral needs of students, especially students with exceptional needs. Relatedly, an additional 1.0 FTE, school psychologist was hired to assist in meeting the needs of students with disabilities (Goal 2 - A/S 2.1, 2.5).

One of the seven performance indicators (math) was in the orange performance level: and three (Suspension Rates, College/Career and English Language Arts) of the seven were in the yellow performance indicator. The district recognizes that performance gaps do exist. In drilling down into the indicators gaps were identified and the following additional actions and services are targeted at closing these gaps: Continue providing appropriate CCSS curriculum materials, supplies and contracted services; increase staff understanding of the CAASPP platform including available resources to support critical thinking and depth of knowledge; and continue the use of formative assessments to monitor growth and support tiered interventions (Goal 1 - A/S 1.1, 1.2, 1.3; Goal 2 - A/S 2.1).

Academic performance indicators in math and ELA were yellow or orange and carried a low status except the Students with Disabilities which was red and had a status listing of very low. To address these gaps the district includes a wide variety of support systems, academic and behavioral, in the current year's LCAP (Goal 1 - A/S 1.1, 1.2, 1.3, & 1.7; Goal 2 - A/S 2.1, 2.2, 2.3, 2.4 & 2.5).

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.

N/A

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.

N/A

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.

N/A

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

Provide the necessary resources and staffing to make all students Career and College Ready

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 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Basic Services: Priority 1

1A: Teachers appropriately assigned and fully credentialed in the subject areas.

1B: Sufficient access to standards-aligned instructional materials

1C: Facilities are maintained and in good repair

18-19

Basic Services: Priority 1

1A: Maintain 100% of all teachers appropriately assigned and credentialed - verified by SARCs

1B: Maintain that 100% of all students will have access to standards aligned instructional materials - verified by Annual Textbook Sufficiency Resolution

Actual

Basic Services: Priority 1

1A: All teachers in the EUSD were appropriately assigned and credentialed. Verified by 18-19 SARC data

1B: All students had access to standards aligned instructional materials. Verified by 2018-19 Annual Textbook Sufficiency Resolution

1C: Based on SARC FIT data in 2018-19, 5 of the district's 7 school were identified as "Good", with the other two being identified as "Fair" (Dent Elementary & El Portal Middle School). To support the continued improvement of El Portal Middle School, the main quad area received a major overhaul with new cement, planters and drainage. A Special Day Classroom was completely remodeled, and an ADA restroom was installed (in the classroom) to better meet the needs of our students with disabilities. Thirdly, El Portal's main office was remodeled, and a new fire door was installed. Dent Elementary, is scheduled for Phase 1 modernization summer 2019. Roof repairs were completed on two Escalon High School classrooms. In addition, two EHS classrooms were retrofitted; one was turned into a new staff room, and the second one was converted to fit the needs of the First Responders pathway classroom. The siding at the continuation high school

Expected

1C: Maintain 100% of all sites in good repair - verified by FIT

Baseline

Basic Services: Priority 1

1A: 2015-16 - 100% of all teachers appropriately assigned and credentialed - verified by SARCs

1B: 2016-17 - 100% of all students had access to standards aligned instructional materials - verified by Annual Textbook Sufficiency Resolution

1C: 2016-17 - 100% of all sites were in good repair - verified by FIT

Metric/Indicator

Implementation of State Standards: Priority 2

2A: Implementation of adopted state standards

2B: Programs/Services to allow EL to access CA and ELD standards

18-19

Implementation of State Standards: Priority 2

2A:

Continue to use Instructional Rounds as a means to monitor implementation of the CCSS K-12 - verified by Curriculum Calendar

Continue to provide minimum of 4 professional development/collaboration days to improve teacher instructional practices - verified by Curriculum Calendar

100% of all students will have access to standards aligned curricular materials - verified by Annual Textbook Sufficiency Resolution

2B:

Continue EL access to CCSS and ELD standards to gain content knowledge and English proficiency through at least 30 minutes of designated ELD in addition to daily integrated ELD. - verified by observations and school schedules

Actual

was replaced and the restroom roof was replaced. The roof of portable classrooms at El Portal Middle School, Farmington Elementary and Van Elementary Schools were replaced. Collegeville Elementary School is being expanded and three new portable classrooms have been added. Gateway Charter Academy is being relocated and expanded. The District Office was expanded, and room was created for itinerant student service providers.

Implementation of State Standards: Priority 2

2A:

1. In 2018-2019 the district's four elementary school sites, junior high and high school all hosted 2 Instructional Rounds Walks (both internal). In order to train new staff on the Instructional Round process as well as target instructional inconsistencies at the site level core groups of teachers implemented an internal rounds protocol. The process was teacher driven and conducted by teachers only. The process has been largely well received and generated some meaningful dialogue. Data trends and patterns from Instructional Rounds and the district Essential Practices continuum, indicated a continued increase in the level of CCSS implementation occurring throughout all schools and at all grade levels, with the primary grades (K-3) continuing to show the highest levels of implementation. Data further indicated a higher level of student to student interaction (e.g. think, pair, share) in grades K-8. High school data reflected similar activities as observed in other grades, but their data continued to be inconsistent. Data indicated DOK levels 1 and 2 were still predominant, but DOK 3 activities were also evident. The internal walks included professional learning to better calibrate individual understandings of DOK levels. Verified by district curriculum calendar and Rounds agendas.

2. In 2018-19 all certificated staff attended a minimum of 4 days of professional development/collaboration focused on CCSS, NGSS, differentiation, technology, ELD, Data Analysis, MTSS and Professional Learning Communities (PLC). District classified staff also received 2 days of professional development aligned with their classification (e.g. instructional aides received professional development on behavior management, and instructional practices, while bus drivers participated in transportation trainings). Two GLAD 4 day classroom based trainings were held for primary

Expected

Continue to provide PD/coaching in ELD (All teachers) and GLAD (K-5 teachers) - verified by Curriculum Calendar

Baseline

Implementation of State Standards: Priority 2

2A:

2016-17 - Instructional Rounds data indicated a 50/50 ratio of student to teacher talk was more consistent and coupled with a higher level of student to student interaction (e.g think, pair, share). Additionally, data indicated greater focus on DOK levels 2-3 with DOK level 1 being primarily used to build base background understandings to prepare students for higher level tasks associated with DOK levels 2 & 3 - verified by Curriculum Calendar

2016-17 - All staff received a minimum of 4 professional development/collaboration days focused on CCSS, NGSS, differentiation, technology, ELD, Data Analysis and MTSS - verified by Curriculum Calendar

2015-16 - K-12 implementation of new math curriculum - verified by Annual Textbook Sufficiency Resolution

2016-17 - Piloted and adopted 6-8 ELA curriculum - verified by board action on 6/20/17

2012-13 - Adopted California Treasures for K-5 ELA - verified by board action on 1/17/12

2B:

2016-17 - All ELs had access to CCSS and ELD standards to gain content knowledge and English proficiency including at least 30 minutes of designated ELD in addition to daily integrated ELD. - verified by observations and school schedules

2016-17 - All K-5 teachers had a full day of PD involving the new ELD standards and in particular designated and integrated practices. All district teachers K-5 have been GLAD trained with the most recent hires completing training in May of 2017 - verified by Curriculum calendar

Metric/Indicator

Actual

(K-2) and elementary (3-5) teachers who had never received GLAD training or wanted a GLAD refresher. Grade level teams and content area staff also attended multiple PD events hosted by our County Office of Education involving Math, ELA and Science content areas. A large number of staff attended PLC conferences and additional trainers were brought into the district for PD and support.

All teachers had the opportunity to participate in a minimum of 4 professional development day and/or collaboration days. Several grade level/content area teams, at their request, received additional days to collaborate. Verified by district curriculum calendar and conference request data.

All students had access to standards aligned curricular materials as verified by Annual Textbook Sufficiency Resolution.

3. Implementation of Math Expressions (K-5) and College Preparatory Math (CPM) continued in the 2018-19 school year. Verified by 2018-19 Annual Textbook Sufficiency Resolution.

4. All students, grades 6-8, continued to receive California Collections (ELA). In addition, 6-8 teachers began the exploration phase of supplemental ELD curriculum and piloted HMH Escalate. Verified by 2018-19 Annual Textbook Sufficiency Resolution and curriculum calendar.

5. California Treasures continued to be implemented as the district's adopted ELA curriculum in grades K-5. It should be noted however that the district compiled a team of pilot teachers to pilot K-5 ELA materials. A recommendation for a new ELA adoption--HMH CA Journeys was made and adopted by the school board for the 2019-2020 school year. Verified by observations and lesson plans, curriculum calendar and EUSD board agendas.

2B:

1. In 2018-19 all ELs had access to CCSS and ELD standards to gain content knowledge and English proficiency. Verified by observations, school schedules, and the California Dashboard.

2. In grades K-12, ELD training was incorporated into grade level collaboration days. Verified by Curriculum Calendar.

3. Two GLAD trainings were held in the 2018-19 school year for primary (K-2) and elementary (3-5) teachers who had never received GLAD training or wanted a GLAD refresher. Verified by Curriculum Calendar.

Course Access: Priority 7

Expected

Course Access: Priority 7

7A, B & C: Ensure all students, including unduplicated and exceptional needs students, have access to a broad course of study

18-19

Course Access: Priority 7

7A:

Continue access to a broad course of study for all students - verified by class schedules and CALPADS

7B:

Continue access for unduplicated students to a minimum 30 minutes per day of ELD (ELs), Tier II & III RTI, targeted interventions, Read 180, SRA Reading Mastery, ST Math and Math 180 - verified by class schedules and Student Data Review Team notes

7C:

Continue access for exceptional needs students to Read 180, SRA Reading Mastery, Tier II & III RTI, ST Math and Math 180, pull in and push out services and access to group and individual counseling as indicated by their IEPs - verified by student IEPs and SEIS

Baseline

Course Access: Priority 7

7A:

2016-17 - All students were offered a broad course of study - verified by class schedules and CALPADS

7B:

2016-17 - Unduplicated students had access to a minimum 30 minutes per day of ELD (ELs), Tier II & III RTI, targeted interventions, Read 180, SRA Reading Mastery, ST Math and Math 180 - verified by class schedules and Student Data Review Team notes

7C:

Actual

7A: In 2018-19 all students had access to a broad course of study, including core courses, electives, CTE, and AP classes as indicated through enrollment figures and student class schedules. The high school implemented two new pathways. The first pathway is Introduction to First Responders. Once students have completed the pathway's introductory course they have two alternate pathways to select from, Fire Science and EMT. The second CTE pathway is Computer Programming. In addition, the district continued to offer music and choir electives. Lastly, the district hired 1.0 FTE mental health clinician to expand social-emotional supports and services to all students. Verified by class schedules and CALPADS.

7B: In 2018-19 unduplicated students had access to a minimum 30 minutes per day of ELD (ELs), Tier II & III RTI, targeted interventions, Read 180, SRA Reading Mastery, ST Math and Math 180, iCORE (ELA grades 7-8). Verified through class schedules, Student Data Team minutes, CALPADS, and student program placements.

7C: In 2018-19 exceptional needs students had access to Read 180, SRA Reading Mastery, Tier II & III RTI, ST Math and Math 180, pull out and push in services and access to group and individual counseling as indicated by their IEPs. Verified through SEIS, class schedules, Student Data Team minutes, CALPADS, and student program placements.

Expected

2016-17 - Exceptional needs students had access to Read 180, SRA Reading Mastery, Tier II & III RTI, ST Math and Math 180, pull in and push out services and access to group and individual counseling as indicated by their IEPs - verified by student IEPs and SEIS

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 |
|---|---|--|---|
| 1.1 - Provide CCSS appropriate curriculum, materials, supplies, contracted services and capital outlay to all students - base/other | 1.1 CCSS appropriate curriculum, materials, supplies, contracted services and capital outlay were provided to support all students. Sufficient textbooks of current adoptions were ordered along with consumables. New TK-5 ELA curriculum was piloted and adopted. | Curriculum, materials and supplies costs 4000-6999: Supplies, Service, Capital Outlay Base 400,000 | 4000-6999: Supplies, Service, Capital Outlay Base 399,479 |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 1.2 - EUSD will foster high levels of technological literacy by providing adequate material and human resources and targeted training to support purposeful use in the classroom and workplace. | 1.2 EUSD expanded access to student chromebook devices. New chromebooks were purchased (Dent, Van Allen, and Collegeville) so that district wide 2nd through 9th grade students are 1:1. In addition over 200 additional chromebooks were added to the district inventory to replace devices reaching end of life and to provide sufficient devices for expanding | Technology resource cost 4000-4999: Books And Supplies Base 8,000 | 4000-4999: Books And Supplies Base 10,449 |

the 1:1 program to the 10th grade in the 2019-20 school year. Staff attended various trainings on technology use in the classroom as well as training for the district assessment platform. The trainings attended included tech tools, google slides, pear deck; website development and google classroom.

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| 1.3 - EUSD will increase staff understanding of the CAASPP system, including its structure, alignment, interim assessments and digital library, to effectively prepare all students for the academic and technical expectations of the CAASPP. | 1.3 All staff received training/practice in elements of the CAASPP interim and practice assessment, STAR Reading and STAR Math, and School City to support their student's understanding of the academic and technical expectations of the CAASPP system. | Materials, contracted services and travel 4000-5999: Supplies and Service Base 4,250 | 4000-5999: Supplies and Service Base 4,250 |

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--|---|
| 1.4 - Maintain current levels of staffing, and contracted services to support student learning - base | 1.4 Current levels of staffing, and contracted services to support student learning were maintained. | Employee and contracted services costs 1000-1999: Certificated Personnel Salaries Base | 1000-1999: Certificated Personnel Salaries Base |
| | | Employee and contracted services costs 2000-2999: Classified Personnel Salaries Base | 2000-2999: Classified Personnel Salaries Base |
| | | Employee and contracted services costs 3000-3999: Employee Benefits Base | 3000-3999: Employee Benefits Base |

| | | | |
|--|--|--|---|
| | | Employee and contracted services costs 5000-5999: Services And Other Operating Expenditures Base | 5000-5999: Services And Other Operating Expenditures Base |
| | | Employee and contracted services costs - Total of objects 1, 2, 3, & 5 Base 1,575,000 | Base 1,866,374 |

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| 1.5 Maintain current levels of staffing and contracted services to support student learning such as intervention teachers, instructional aides etc. - supplemental | 1.5 Current levels of staffing and contracted services to support student learning such as intervention teachers, instructional aides etc.were maintained. | Employee and contracted services costs 1000-1999: Certificated Personnel Salaries Supplemental | 1000-1999: Certificated Personnel Salaries Supplemental |
| | | Employee and contracted services costs 2000-2999: Classified Personnel Salaries Supplemental | 2000-2999: Classified Personnel Salaries Supplemental |
| | | Employee and contracted services costs 3000-3999: Employee Benefits Supplemental | 3000-3999: Employee Benefits Supplemental |
| | | Contracted services costs 5000-5999: Services And Other Operating Expenditures Supplemental | 5000-5999: Services And Other Operating Expenditures Supplemental |
| | | Employee and contracted services costs - Total of objects 1, 2, 3, & 5 Supplemental 84,000 | Supplemental 145,573 |

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|-----------------------------|----------------------------|--------------------------|----------------------------------|
|-----------------------------|----------------------------|--------------------------|----------------------------------|

1.6 Provide adequate resources to M.O.T. to provide safe facilities and transportation for all students

1.6 Adequate resources to provide safe facilities and transportation for all students were provided to M.O.T.

M.O.T. Expenses 2000-2999: Classified Personnel Salaries Base

2000-2999: Classified Personnel Salaries Base

M.O.T. Expenses 3000-3999: Employee Benefits Base

3000-3999: Employee Benefits Base

M.O.T. Expenses 4000-6999: Supplies, Service, Capital Outlay Base

4000-6999: Supplies, Service, Capital Outlay Base

M.O.T. Expenses - Total of objects 2-6 Base 85,000

Base 90,506

Action 7

Planned Actions/Services

1.7 EUSD will provide all staff with appropriate professional development in the areas of ELA, Math, NGSS and Data Analysis

Actual Actions/Services

1.7 All staff participated in appropriate professional development in the areas of ELA, Math, NGSS and Data Analysis.

Budgeted Expenditures

Employee and supplies, materials and services costs 1000-1999: Certificated Personnel Salaries Base

1000-1999: Certificated Personnel Salaries Base

Employee and supplies, materials and services costs 2000-2999: Classified Personnel Salaries Base

2000-2999: Classified Personnel Salaries Base

Employee and supplies, materials and services costs 3000-3999: Employee Benefits Base

3000-3999: Employee Benefits Base

Employee and supplies, materials and services costs 4000-4999: Books And Supplies Base

4000-4999: Books And Supplies Base

Employee and supplies, materials and services costs - Total of objects 1-4 Base

Base

6,000

13,904

Action 8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| 1.8 - Provide CCSS appropriate curriculum, materials, supplies, contracted services and capital outlay to all students - supplemental | 1.8 CCSS appropriate curriculum, materials, supplies, contracted services and capital outlay were provided to support all students. | Curriculum, materials, supplies, contracted services and capital outlay to all students 4000-6999: Supplies, Service, Capital Outlay Supplemental 10,000 | 4000-6999: Supplies, Service, Capital Outlay Supplemental 21,240 |

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 actions and services for Goal 1 were implemented as planned with minor changes owing to programmatic needs, staffing, and other factors. To recruit and maintain highly qualified staff and personnel, the district continued to implement improved staff recruitment procedures and new and replacement staff recruitment efforts began much earlier than previously. Significant facility upgrades were implemented in 2018-2019 at all sites. Dent Elementary School, one of the campuses with a "Fair" FIT rating is scheduled for extensive modernization beginning June 2019. The main quad area at El Portal received a major overhaul with new cement, planters and drainage. A Special Day Classroom was completely remodeled, and an ADA restroom was installed (in the classroom). In addition, El Portal's main office was remodeled, and a new fire door was installed. The foundation for the expansion and relocation for Gateway Charter Academy took place including new plumbing, retrofitting of restrooms and the acquisition of additional portable classrooms. Furthermore, three additional portable classrooms were acquired for the anticipated growth and expansion of Collegeville's Dual Language Immersion (DLI) program. Standards aligned curricular materials continued to be updated and collected data indicated continued growth in standards aligned instruction. A K-5 ELA pilot team was formed and three ELA curricula from different publishers were piloted. The ELA pilot committee reached a consensus and made a recommendation for Core ELA adoption (CA Journeys) for the 2019-2020 school year. Targeted staff development was provided to classified and certificated staff during minimum days, collaboration days, conferences and trainings, and other venues. A large portion of staff attended several PLC institutes. A variety of courses and learning experiences continued to be provided to all students and intervention programs and CTE programs were revised and expanded. The challenges faced in implementing this goal included regulations imposed by state and local agencies. For example, the final approval of the Dent modernization project was hampered by local agency delays with DSA as well as with the transition of a new Director of Maintenance and Operations mid-year. The expansion of Gateway Charter was delayed due to site facilities being used by non LEA operated migrant headstart programs. While these challenges were frustrating and time consuming, they were all resolved and had minimal to no impact on school operations. Successes in implementing this goal included major energy saving upgrades at all sites, a wide range of PD offerings, increased student access to technology, addition of a 1.0 FTE mental health clinician, and expanded intervention programs.

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

The action/services were very effective in supporting intentions of Goal 1.

Even with the current teacher shortage, with its continued early recruitment efforts (earlier in the year), the district is fully staffed for the 2019-20 school year and there were no program cuts or staff layoffs. The middle school received major upgrades in the beginning of the 2018-2019 school year. Some examples include major renovations in the front office including the installation of a new fire door for safety; and new modular furniture for front office staff which facilitates parent and student interaction. Several classrooms were repainted with ceiling tiles and roofing replaced. The campus special day class received a complete remodel including updated flooring, painting an ADA restroom. Three new portable classrooms were installed at Collegeville Elementary in preparation for the expansion of the DLI program, currently in its full year of implementation (2019-2020 school with offer both a kindergarten and 1st grade cohort). New foundation was set for new portable classrooms for the expansion of Gateway Charter and existing classrooms were retrofitted to better meet the needs of students, parents and staff. Other sites received various upgrades like classroom and office renovations. The District office was expanded allowing for the merger of curriculum and instruction and itinerant staff in one central location. Escalon High School gained a new staff room (because of the District Office) expansion. The district's energy efficiency project (solar panels and energy efficiency lighting installed during the 2017-2018 school year) is in full effect and is projected to generate \$15 million in savings over the next 20 years. Lastly, the district submitted modernization plans for Dent Elementary to the DSA for review and approval. Dent is one of the district school to receive a "Fair" rating on the FIT and the modernization project began in the summer of the 2018-19 school year.

Instructional Rounds were held 2 times at each site; consisting of internal (site staff only) walks. The internal walks included in depth review and calibration of the levels of DOK to better understand the interconnectedness of the four levels as they relate to instructional practices. Data collected in the internal walks supported improved implementation of CCSS aligned instruction and, for several sites reflected more instructional consistency across the campus. Of key note was an increasing focus on student centered instruction, with greater opportunities for student collaboration and interaction and self-directed learning tasks. Greater consistency in effective instruction was observed more so at the elementary level than the secondary. All classified staff received two days of professional development focusing on behavior management and instructional practices. Certificated staff participated in a minimum of two days of professional development. One day was based on teacher survey/topics of interest. During the Spring of 2018, staff was surveyed and asked to identify topics of interest/need for future professional development. Staff survey responses were aggregated and subsequently used to plan the first full PD day. The day covered school and district safety protocols (active shooter training), NGSS standards, math instruction and technology, technology driven instruction (website development, tech tools), meeting the needs of exceptional students, data review and analysis, CPR/AED, and physical education instructional activities. The second day covered professional development with regards to Professional Learning Communities and the importance of collaborative cultures for all staff; classified and certificated. Additionally, all certificated staff participated in a minimum of two additional days of grade level/content area collaboration. Furthermore, the elementary schools continued to facilitate grade level site PLC days, with the middle school and high school facilitating site content area PLC days. Additional professional development/collaboration days were provided for all grade levels and content areas at their request. ELs had access to CCSS and ELD standards, including a minimum of 30 minutes per day of designated ELD and students with exceptional needs had access to core curriculum in placements consistent with their identified

needs. The revised ELD monitoring process is in its second full year of implementation and coupled with the revised student assessment/monitoring system has provided valuable data regarding EL growth and areas of need.

Recent network upgrades have facilitated the expanded use on the district network with more 1:1 device being made available to students at all sites. Dent Elementary was refreshed this year with all staff receiving new devices. The district's 1:1 program is being expanded to the high school next year with all continuing sophomores being provided with a Chromebook. Additionally, the district purchased additional Chromebooks to replace Chromebooks that are at the end of life. Furthermore, the district purchased enough 1:1 devices for all second grades students to have their own chromebook device; 2nd grade through 9th grade are 1:1. The plan is to add 1:1 chromebook devices each subsequent school year to an additional grade level (e.g. adding 10th grade during the 2019-2020 school year, 11th grade during the 2020-2021 school year and 12th grade during the 2021-2022 school year). Collegeville Elementary implemented its first year of the Dual Language Academy with two kindergarten classes. The program will be expanded during the 2019-2020 school year by adding two first grade classes (two grade level classes will be added every subsequent school year until the program is grown through the 8th grade). The high school continues to offer a robust AP program and added a Computer Science pathway along with a fire science component and EMT component to its newly created first responder pathway. To better meet the needs of exceptional needs students, an additional school psychologist was hired in the spring of 2018. Relatedly, to better support the social-emotional needs of our students, a licensed marriage and family therapist was hired in the winter of 2019, with service start date in early Spring 2019. RTI continues to be implemented at all sites and the new student progress monitoring system has improved the sites ability to more closely progress monitor all student, and unduplicated students, participating in RTI.

MTSS is in varying stages of implementation across all district sites. The district conducts Student Data Review Team reviews twice yearly K - 8 to evaluate individual student academic and behavioral needs and make program recommendations based on identified needs. RTI is fully implemented K-8 and the assessment protocols implemented in 2017-18 continue to provide for more effective progress monitoring for all students. All district sites have implemented positive behavior programs but are in varying stages of implementation of PBIS. Of the four elementary sites, one is in year three of implementation, one is in year two, and two are in year one of implementation. The middle school is in year three of PBIS development and the high school is in the exploratory phase although new behavioral incentives and behavioral expectations have been implemented this year. Additionally, the district participated in Technical Assistance, for MTSS implementation due to the district being a recipient of Cohort 3 OCDE's CA SUMS Initiative grant.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district has identified the material difference threshold at a 10% variance between total expected and actual expenditures in excess of \$25,000 for each action. A review of the actions and any material differences follow:

1.1 - No Material Differences

1.2 - No Material Differences

1.3 - No Material Differences

1.4 - Maintain current levels of staffing, and contracted services to support student learning (base) - There was a material difference of \$291,374 in action 1.4. The budgeted expenditure was \$1,575,000 with the actual expenditure being \$1,866,374. The difference was primarily a result of increases in statutory costs, particularly STRS and PERS, a 1% raise for all certificated employees, changes in step in column, and an increase in stipend costs.

1.5 - Maintain current levels of staffing and contracted services to support student learning such as intervention teachers, instructional aides etc. (supplemental) - There was a material difference of \$61,573 in action 1.5. The budgeted expenditure was \$84,000 with the actual expenditure being \$145,573. The difference was primarily a result of increases in statutory costs, particularly STRS and PERS, a 1% raise for all certificated employees, changes in step in column and an increase in stipend costs.

1.6 - No Material Differences

1.7 - No Material Differences

1.8 - No Material Differences

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.

Changes - Because of analyzing this goal, including stakeholder feedback, and the California School Dashboard it was determined that no revisions to any action/service language would be made for Goal 1 in the 2019-20 LCAP. The rationale being, as this is year three of a three-year plan, the major revisions implemented over the last two years are just now becoming fully operational and it would be best to stay the course to better measure their impact.

There are specific outcomes for key actions and services and are listed below:

Action 1.1 - The district will be in its first year of implementation with new ELA curriculum (TK-5) in 2019-20. Appropriate professional development will be provided to all TK-5 teachers to ensure implementation of the curriculum with fidelity. Similarly, supplemental ELD curriculum will be in the first year of implementation for students grade 6th through 8th. Appropriate professional development will be provided to 6th through 8th grade teachers to ensure implementation of the curriculum with fidelity. Review of instructional materials in Social Science and Science (NGSS) will continue in 2019-20. Major facility upgrades, Dent Elementary, will continue in 2019-20. The CTE program at the High School will continue to expand in 2019-20 especially the First Responder Computer Science Pathways. I'm important note is the acquisition of a refurbished fire truck as well as the acquisition of a refurbished ambulance. To expand programmatic offerings, Collegeville Elementary will continue with the implementation of the Dual Language Immersion (DLI) program in 2019-20, by adding two first grade classes. Collegeville has one of the highest percentages of EL students and DLI has been shown to be highly effective in closing the achievement gap for second language students.

Action 1.2 - The IT department is fully staffed, including a classified management position. The department will continue to provide targeted professional development to better support the use of technology in the classroom (e.g. Tech Tuesdays at all school sites). The district's 1:1 program will be expanded to 9-12 graders and this year's sophomores' class (2019-2020) will be 1:1.

Action 1.3 - 2019-20 will be the district's third year of targeted and systematic use of CAASPP resources, including IABs and ICAs, to acclimate our students to the academic rigor and technical skills required by the CAASPP. This will continue and expand next year with additional focus on Claims, Targets, Standards, DOK and the digital library.

Actions 1.4/1.5 - No staffing cuts are planned

Action 1.7 - Using the district's two professional development days and the scheduled 13 PLC collaboration minimum days, the district develops a coordinated calendar to provide professional development across all content areas and in data analysis, essential standards, and assessment development. A minimum of two additional grade level and content area collaboration days are also provided. The leadership team will continue participating in an intensive PLC training and coaching during the 2019-20 school year.

Action 1.8 - The district will continue to provide CCSS appropriate curriculum, materials, supplies, contracted services and capital outlay to all student's Sufficient textbooks and teaching materials will be ordered with new curriculum adoptions and consistent with Sufficiency Textbook Resolutions. Furthermore, necessary and appropriate PD will be provided to ensure that the curriculum is delivered with fidelity.

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

Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

4A: Statewide assessments (Academic Indicator)
4B: Academic Performance Index
4C: A-G completion rates
4D & E: EL progress towards proficiency/EL reclassification rate
4F: AP Exam passage rates
4G: Early Assessment Program - College Readiness

18-19

Pupil Achievement: Priority 4

4A:

ELA CAASPP scores for all students will increase by 1.5 - 10% - verified by CAASPP reports

Actual

Pupil Achievement: Priority 4

4A: Results for the Spring 2018 administration of the CAASPP are reported as Spring 2019 scores were not publicly released at the writing of this update. 1 - ELA CAASPP scores for all students increased by 5.4 points, with an overall change in status from the Orange performance level to the Yellow performance level. As a whole ELA CAASPP scores were 16.3 points below level 3. Verified by California Dashboard.

2 - Math CAASPP scores for all students decreased by -0.7 points and maintained a status at the Orange performance level. Overall Math CAASPP scores were 49.1 points below level 3. Verified by California Dashboard.

3 - ELA CAASPP scores for Hispanic/Latino students increased by 7 points with a maintained status at the Yellow performance level and were 38.7 points below level 3. Verified by California Dashboard.

4 - Math CAASPP scores for Hispanic/Latino students increased by 0.9 points with a maintained status at the Orange performance level and were 74.2 points below level 3. Verified by California Dashboard.

Expected

Math CAASPP scores for all students will increase by 1.5 - 10% - verified by CAASPP reports

ELA CAASPP scores for Hispanic/Latino students will increase by 1.5 - 10% - verified by CAASPP reports

Math CAASPP scores for Hispanic/Latino students will increase by 1.5 - 10% - verified by CAASPP reports

Science CAST score for all students will increase by 1.5 - 10% - verified by CAASPP reports

4B: API is no longer being calculated and has been replaced by the California Dashboard

4C: A-G completion rates will increase to 35% in 2016-17 - verified by Aeries

4D: EL progress towards proficiency will increase by 1.5 - 10% - verified by the CDE 5x5 placement data

4E: The district will increase or maintain the number of students reclassified in the 2018-19 school year - verified by DataQuest

4F: AP passages rates will be 50% or higher and the annual number exams taken will not fall below 200 - verified by Aeries

4G: College Readiness as measured by the EAP will increase by 5% in both math and ELA - verified by CAASPP reports

Baseline

Pupil Achievement: Priority 4

4A: 2015-16 CAASPP student results indicate:

All Students - 38% Meet or exceed standard in ELA - verified by CAASPP reports

All Students - 31% Meet or exceed standard in Math - verified by CAASPP reports

Hispanic/Latino Students - 27% Meet or exceed standard in ELA - verified by CAASPP reports

Actual

5 - The administration of the 2017-2018 CAST was a field test and thus scores are not as of yet reported on the California Dashboard. CAST scores for the 2018-2019 school year will establish a baseline for student performance as measured by the CAST. To be verified by the California Dashboard.

4B: API is no longer being calculated and has been replaced by the California Dashboard

4C: In 2017-18 A-G completion rates decreased by nearly 10% to 29.04% Verified by Aeries and CALPADS. According to the CA Dashboard 35% of EUSD students were reported to be "prepared" or College and Career Ready. The District maintained on the yellow performance indicator for "all students."

4D: The CELDT is no longer being administered and the CA Dashboard indicates the following baseline for ELPAC: out of the 373 students tested, 22% placed in the Well Developed/Level 4; 37.3% placed in the Moderately developed/Level 3; 26.8% placed in the Somewhat Developed/Level 2; and 13.9% placed in the Beginning Stage/Level 1.

4E: 2018-19 is the second year of ELPAC administration; with Summative ELPAC assessments administered through April 2019. A total of 106 students were redesignated this school year which is a decrease of 22 students from prior year.

4F: In 2017-18, 112 AP exams were taken which is a decrease of 87 exams from previous year. It should be noted however that 96 (54.23%) exams were scored at 3 or above. This is a decrease of 11.67% in passage rate from the previous year (2016-17) in which 65.9% of the AP tests taken scored at 3 or higher. Verified by Data Quest.

4G: College Readiness as measured by the EAP (CAASPP) classified 41.04% of the students as conditionally ready and 17.92% ready in ELA. In Math the 2017-18 scores found 26.16% conditionally ready and 6.98% ready. In ELA, students classified as ready decreased by 8.08% over the 2017-18 level. In Math, students classified as ready decreased by 3.02% over the 2017-18 CAASPP level.

Expected

Hispanic/Latino Students - 21% Meet or exceed standard in Math - verified by CAASPP reports

White Students - 40% Meet or exceed standard in ELA - verified by CAASPP reports

White Students - 39% Meet or exceed standard in Math - verified by CAASPP reports

(2016-17 - Student demographics - Hispanic/Latino - 47%; White - 47% - verified by Aeries)

In 2015-16 districtwide CST scores for all students in Science increased with 47% proficient or above in grade 5 and grades 8 and 10 were 56% and 59% respectively - verified by CST reports

4B: 2016-17 - API is no longer being calculated and has been replaced by the California Dashboard

4C: 2015-16 - A-G Completion Rate was 31% - verified by Aeries

4D: 2015-16 EL Progress Indicator was yellow (medium) with a status of Maintained - verified by the CDE 5x5 placement data

4E: 2016-17 - 71 students were reclassified K-12 in the school year - verified by DataQuest

4F: 2015-16 AP Exam Passage Rate was 48% - verified by Aeries

4G: 2015-16 EAP - College Readiness -

ELA - 40% Conditionally Ready; 20% College Ready - verified by CAASPP results

Math - 23% Conditionally Ready; 3% College Ready

- verified by CAASPP results

Metric/Indicator

8A: Other Pupil Outcomes

18-19

Actual

Other Pupil Outcomes: Priority 8

8A: In 2018-19 all elementary schools participated in the Science Fair and Spelling Bee and the middle school participated in the Academic Pentathlon and the Career Awareness Fair, and music performances. The High School

Expected

Other Pupil Outcomes: Priority 8

8A: All students will continue to participate, at a minimum, in the following - verified by Aeries, School Publications and Student Recognitions:

All Elementary schools participated in the Science Fair and Spelling Bee

The middle school participated in the Academic Pentathlon and the Career Awareness Fair, and music performances

The High School participated in the Academic Decathlon, FFA, music performances and hosts 20 clubs and organizations

Baseline

Other Pupil Outcomes: Priority 8

8A: 2015-16 - verified by Aeries, School Publications and Student Recognitions

All Elementary schools participated in the Science Fair and Spelling Bee

The middle school participated in the Academic Pentathlon and the Career Awareness Fair, and music performances

The High School participated in the Academic Decathlon, FFA, music performances and hosts 20 clubs and organizations.

Actual

participated in the Academic Decathlon, FFA, music performances and also hosted over 20 clubs and organizations.

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 |
|--|--|---|---|
| 2.1 EUSD will maintain a coordinated systematic process with local and state formative and summative assessments and time specific analysis points to monitor student performance, support | 2.1 By the end of the second week of the school year nearly all EUSD students in grades 2-11 had taken the fall baseline benchmark in ELAand Math using STAR Reading and Math assessments. | sub costs 1000-1999: Certificated Personnel Salaries Base | 1000-1999: Certificated Personnel Salaries Base |
| | | employee benefits 3000-3999: Employee Benefits Base | 3000-3999: Employee Benefits Base |

placement and intervention determinations, and drive instruction.

This was the first of three benchmarks given to students over the course of the year. Additional content specific benchmarks were administered for formative purposes in core content areas. Assessments were tied to the district assessment calendar with set windows for administration. Some of the dates tied to the minimum day calendar were used to review data. Data reviewed was used to support instructional planning and guide placement decisions.

materials and supplies 4000-5999: Supplies and Service Base

4000-5999: Supplies and Service Base

Total of objects 1-5 3,205

4,320

Action 2

Planned Actions/Services

2.2 EUSD will provide effective ELD for our English Learners during integrated and designated ELD instruction consistent with the new ELD standards through professional development for all instructional staff

Actual Actions/Services

2.2 All instructional staff participated in professional development focused on the ELD standards and integrated and designated ELD strategies. Additionally, two GLAD classroom demonstrations were held for upper and lower elementary grade spans. Participants were teachers new to the district or teachers wishing a refresher in the GLAD model and associated strategies.

Budgeted Expenditures

sub costs 1000-1999: Certificated Personnel Salaries Base

1000-1999: Certificated Personnel Salaries Base

sub costs 2000-2999: Classified Personnel Salaries Base

2000-2999: Classified Personnel Salaries Base

employee benefits 2000-3000: Salaries & Benefits Base

2000-3000: Salaries & Benefits Base

Total of objects 1-3 1000-3000: Salaries & Benefits Base 1,825

1000-3000: Salaries & Benefits Base 3,146

Action 3

Planned Actions/Services

2.3 EUSD will advance Career and College readiness by implementing career exploratory activities in grades K-8, and at the secondary level will refine current pathways to

Actual Actions/Services

2.3 EUSD advanced Career and College readiness by supporting a variety of activities in grades K-8. Activities like College or Career Days, presentations at assemblies

Budgeted Expenditures

supplies and contracted services 4000-5999: Supplies and Service Base 1,500

Estimated Actual Expenditures

4000-5999: Supplies and Service Base 1,500

include certification options and increase internships and job shadowing opportunities

or in classrooms, the use of the Naviance Platform in grades 9-12), Ag Day and others were held to raise awareness of career opportunities. With two new CTE pathways added to the high school, partnerships are in the process of being developed to increase internships and job shadowing opportunities with local partners.

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| 2.4 EUSD will provide extended learning opportunities to ensure students meet grade level standards | 2.4 Resources to support extended learning opportunities to ensure students meet grade level standards were made available to all sites with the degree of implementation based on teacher participation. | Teacher hourly rate 1000-1999: Certificated Personnel Salaries Base | 1000-1999: Certificated Personnel Salaries Base |
| | | employee benefits 3000-3999: Employee Benefits Base | 3000-3999: Employee Benefits Base |
| | | 1000-3000: Salaries & Benefits Base 5,900 | 1000-3000: Salaries & Benefits Base 5,897 |

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|---|
| 2.5 EUSD will maintain MTSS districtwide to meet the academic and behavioral needs of all students | 2.5 EUSD is continuing with the implementation MTSS at all sites within the district. Dent Elementary is in its second year of full PBIS implementation. El Portal began the process last year and is still in the developing phase, and Van Allen has begun implementation of PBIS. The district has received a grant to facilitate MTSS implementation training and support | sub costs and salaries 1000-1999: Certificated Personnel Salaries Base | 1000-1999: Certificated Personnel Salaries Base |
| | | employee benefits 3000-3999: Employee Benefits Base | 3000-3999: Employee Benefits Base |
| | | costs for materials, supplies and service 4000-5999: Supplies and Service Base | 4000-5999: Supplies and Service Base |
| | | Total for Items 1-5 Base 1,685 | Base 3,345 |

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 actions and services for Goal 2 were implemented as planned with minor changes attributing to programmatic needs, staffing, and other factors. The district continued its implementation of the assessment/progress monitoring system in 2018-19 and by the second week of school nearly all students in grades K-11 had been benchmarked in both ELA and math with Renaissance STAR Reading and Math (2nd through 11th grade); and Aimsweb Reading and Math curriculum-based measures (TK through 5th grade). All students were subsequently benchmarked in the winter and spring. AimsWeb curriculum-based measures were also used as a benchmark in grades K-5 and both AimsWeb and STAR were used more frequently to progress monitor at risk students. Content areas in grades 6-12 developed, updated and administered content-based benchmarks; and students in grades 3-8 and 11th took practice CAASPP assessments (IABs). The MDTP math readiness assessments were given in the fall as a pre-test for grades 7 & 8 and in Integrated I, II, and III. In the spring the readiness test was also given to student in grades 6 - 8 and Integrated I and Integrated II to determine their level of readiness for the next course in the math sequence. As with any initiative of this magnitude there were a few challenges. As all assessments were developed and/or administered electronically there were several "tech" related issues during the initial rollout. Things such as forgotten passwords or usernames, students logging out before the test was finished, and the like were common issues early on, but as the year moved on these issues were far less frequent. Another challenge was with the amount of data generated with this system and developing mechanisms to generate meaningful reports that can provide actionable data for all staff. As this is year two of this system it was understood that these two areas would both continue to be somewhat challenging. Nonetheless, the staff has continued to become more "data wise" and familiar with the assessment platforms, thus increasing our ability to effectively use the information generated to guide instruction and support student learning.

All staff, classified and certificated, were given the opportunity to participate in professional development focusing on ELD and two GLAD classroom demonstrations were held for teachers in grades K-5. To more effectively monitor and support the district's ELs, the district's updated EL reclassification and monitoring processes continued to be implemented. Appropriate training was provided with regards to the ELPAC both initial and summative assessments, with an emphasis in training for District and Site testing coordinators and test proctors. The updated reclassification and monitoring system resulted in 106 EL students identified for reclassification in 2018-19. The district administered Summative ELPAC test to non redesignated ELL's through the end of April 2019. The results of the Summative ELPAC were used in conjunction with other state and local factors to assist in the recommendation of reclassification for eligible students.

Career and College readiness was supported through a variety of activities in grades K-8. Activities like College or Career Days, presentations at assemblies or in classrooms, Naviance (9-12), AG Day and others continued to be hosted district wide to raise awareness of career opportunities. The high school has expanded CTE offerings by adding a first responders' pathway that includes a Fire Science option in addition to the EMT option; and students can earn preliminary certifications in these areas. During the 2018-19

School year the high school implemented a computer science programming pathway and students will be able to earn various certifications in programming languages. Job shadowing at various sites continued by several EHS students.

Each year the district allocates funds to sites to provide extended learning opportunities for students. Programs like Early Bird University at Dent provide before school tutoring for all students. The challenge faced in this area, continue to include the willingness for certificated staff to provide extended learning opportunities. This is because program participation is voluntary, and compensation is based on the negotiated hourly rate.

Implementation of MTSS district wide continues to evolve. The district has continued to operate RTI for several years and the student data review teams (SDRTs) review the needs of the whole child in fall and spring to align services with student need. It is anticipated that district RTI protocols and procedures may be adjusted as the district continues with its implementation of PLCs. All sites continued to emphasize positive behavior traits and characteristics in various forms, but systematic implementation of MTSS district wide has continued to be a challenge. Full MTSS is still in the developing phase across all sites. The district participated in Technical Assistance for MTSS because of receiving a Cohort 3 grant through OCDE SUMS initiative. It is anticipated that the Technical Assistance received will continue to facilitate district wide implementation of MTSS over the next three years. Additionally, recognizing the need for more support to address student mental health needs, the district hired a licensed marriage and family therapist (LMFT) to provide continued social-emotional supports and services.

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

The action/services were very effective in supporting intentions of Goal 2.

In reviewing CAASPP student performance results, the district is fully aware of the need to continue to improve scores. The actions listed in Goal 2 represent the foundational components of a focused, systematic approach to ensure our students are career and college ready upon graduation. Since the adoption of the Common Core standards, the district now has a systemwide structure for effectively monitoring student learning targets. More significantly is the ability to drill down into a student's specific skill sets to truly assess his/her strengths and deficits. Year two of implementation (consistent with the districts assessment calendar) went as would be typical, there were some continued tech issues during testing, continued complaints about too much testing, questions as to why we are doing this, but this is to be expected as the culture shifts towards data driven instruction. It should be noted that after the second year of implementation, staff have become more accepting of the need for systematic student monitoring protocols. Through PLC collaboration days, grade level and site level teams have explored the utility of the assessments results garnished from the various assessment platforms. The district continues to work with sites to identify appropriate testing measures that support actionable data and inform instruction. The assessment system continued to be reviewed and the assessment calendar was revised in the spring of 2019. Major revisions entailed adjusting the assessment windows on the assessment calendar, discussions of expanding benchmarks to include 12th grade, and the continuation of systematically progress monitoring of students receiving intervention. These revisions will continue to align assessment windows more closely with the instructional calendar, continue to guide early literacy efforts and more effectively monitor progress of students receiving intervention services.

Instructional staff classified and certificated received professional development focused on integrated and designated ELD. Guided Language Acquisition and Design (GLAD) 2 day in class and 4-day classroom demonstration trainings were held for all teachers K-5. EL monitoring procedures resulted in 106 students identified for reclassification in 2018-19. The district administered Summative ELPAC test to non redesignated ELL's through the end of April 2019.

Effective ELD continues to be a priority and the governing board has directed that it be a top priority for the district. In this vain, 6th to 8th grade teachers piloted supplemental ELD curriculum (HMH--Escalate) and made a recommendation for adoption for the 2019-20 school year.

College and Career readiness and awareness continues to serve as a backdrop for educational purpose. The elementary schools held a variety of activities to expose their students to a variety of career possibilities. The middle school has calendared activities to emphasize college readiness and grade 8 students attend the annual Ag Fair at the high school to see firsthand the CTE opportunities that are available at EHS. The high school has CTE pathways in Ag, First Responders and Computer Science and continues to support job shadowing and internship opportunities for high school students. The high school also continues to implement a career exploration component embedded in their monthly advisory period and utilize the Naviance software for college preparation and career exploration. In addition, EHS is in the exploratory stage of deciding whether CollegeNext will best support the needs of high school students as they prepare for their post high school goals.

The district continues to provide funds annually to all sites to provide before and after school tutoring for students. These services are dependent on the willingness of staff to participate in these programs as it is a contractual issue. Regardless, all sites continue to have some degree of before and after school support and intervention opportunities.

In alignment with the benchmark/progress monitoring system, continued implementation of Multi-Tiered System of Supports (MTSS) district wide is critical to ensure our students are fully prepared for post-secondary opportunities. With the progress monitoring system and RTI fully operational, implementation of behavioral support structures at the sites is needed to fully develop the MTSS model. Beginning in 2016-17, two schools, Dent Elementary and El Portal Middle, began implementing PBIS at their sites. In 2017-18, Dent was in year one of implementation and El Portal was in year two of development. In 2017-18, Van Allen Elementary had completed year one of development and implemented PBIS fully in 2018-19. At Collegeville and Farmington Elementary, development of PBIS occurred during the 2018-19 school year and the high school is continued into the development phase. To fully support the behavioral and socioemotional side the district will hire a licensed clinician (e.g. LMFT) to provide Tier II and Tier III socioemotional and behavioral services. Student Data Review Teams continue to monitor all K-8 student twice yearly and align student needs with services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district has identified the material difference threshold at a 10% variance between total expected and actual expenditures in excess of \$25,000 for each action. A review of the actions and any material differences follow:

There were no material differences in Goal 2

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 analyzing this goal, including stakeholder feedback, and the LCFF Evaluation Rubrics it was determined that no revisions to any action/service language would be made for Goal 2 in the 2019-20 LCAP. The rationale being, as this is year three of a three-year plan, the major revisions implemented over the last two years are just now becoming fully operational and it would be best to stay the course to better measure their impact.

There are specific outcomes for key actions and services and are listed below:

Action 2.1 - Further revisions and adjustments were made to the assessment calendar to better align with the instructional calendar in the spring of 2019 and the calendar will continue to be monitored and adjustments made as needed. Additionally, now that the system is in operation, the focus of this action will be to increase staff capacity to more effectively continue to use data to drive instruction, and to support and guide student placement and interventions.

Action 2.2 - Based on the California Dashboard and board directive, support for ELs will continue to be a priority. More targeted professional development for integrated ELD will be provided for classroom teachers to develop effective strategies to support the language needs of all learners in their classrooms. District and site leadership will collaborate with the district instructional coaches and key instructional staff to revise designated ELD practices to better align with subject matter content, create more consistency across the sites, and implement instructional practices to support the language needs of students receiving designated ELD. The district will begin the exploratory stage of creating/developing a district wide ELD/Curriculum committee to support the needs of all EL's district wide.

Action 2.3 - Career and College readiness activities will continue to be supported through more structured budgeting for the school's sites in 2019-20.

Action 2.4 - Before and after school extended learning opportunities will continue to be supported and site leadership will be encouraged to "think outside the box" in implementing these services at their sites (e.g. consideration of using subs or volunteers for tutoring services).

Action 2.5 - Sites still in the developing phase or exploratory phase will be expected to finalize implementation plans next 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

Enlist all stakeholders to create learning environments that are effective and engaging

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Parent Involvement: Priority 3

3A: Parent input

3B: Parent participation for unduplicated students

3C: Parent participation for exceptional needs students

18-19

Parent Involvement: Priority 3

3A: Parent participation in parent surveys will increase by 5% - verified by survey results

3B: The level of parent participation opportunities (200+) will remain the same - verified by school calendars

Actual

Parent Involvement: Priority 3

3A: Parent participation in parent surveys increased from 79 in 2017-18 to 185 in 2018-2019. The increase in survey responses may be attributed to a couple of factors including: extension of the survey submission timeline by one week; publicizing and seeking parent input via multiple modes of communication (e.g. robo dialer calls, social media posts, and text messages) and having survey links made available through each individual school site website. In 2018-19 two separate staff surveys were developed and administered. One survey targeted input from certificated staff, while the second survey sought input from classified staff. A total of 84 certificated surveys were completed and 38 classified staff members participated. Considering that some of our staff members are also parents in the district may partly explain the increase in the parent participation rate (on parent surveys).

3B: Parent participation activities continued to exceed 200 events in 2018-19. These events included School Site Council meetings, Science & Math Literacy nights, parent ELD classes, ELAC, DELAC, parent orientation meetings for incoming middle and high school students, band concerts, academic and sports awards ceremonies, PTC and booster club meetings

Expected

3C: Students with exceptional needs will be supported through the IEP process, and parents will be provided current information on Community Advisory Committee (CAC) - verified by Aeries, SEIS, IEP notes and CAC

Baseline

Parent Involvement: Priority 3

3A: 2016-17 - 153 parents participated in parent survey - verified by survey results

3B: 2016-17 - Over 200 parent engagement activities were held - verified by school calendars

3C: 2016-17 - Students with exceptional needs are supported through the IEP process, and parents are provided current information on Community Advisory Committee (CAC) - verified by Aeries, SEIS, IEP notes and CAC

Metric/Indicator

Pupil Engagement: Priority 5

5A: Student Attendance rates

5B: Chronic Absentee rates

5C: Middle school drop out rates

5D: High school drop out rates

5E: High school graduation rates

18-19

Pupil Engagement: Priority 5

5A: Student attendance rates will remain above 96% - verified by Aeries

5B: Student chronic absentee rates will decrease - verified by Aeries

5C: Middle school dropout rates will remain at 0% - verified by CALPADS

5D: High school dropout rates will remain below 4% - verified by DataQuest

5E: High School graduation rates will exceed 94% - verified by DataQuest

Actual

and events, trivia and spelling bees, career days, Agventure, Read across America, parent teacher conferences (K-12) and more. Verified by school and district calendars.

3C: In 2018-19 students with exceptional needs continued to be supported through the IEP process, and parents were provided current information on Community Advisory Committee (CAC). "Friends Helping Friends" club held activities like the Annual Christmas Dance and provided social interaction and recreational activities for students with exceptional needs, with an emphasis on parent involvement. In partnership with SJCOE, EUSD also continued to support students with exceptional needs with workability opportunities (pending partnerships with local businesses).

Pupil Engagement: Priority 5

5A: The district attendance report for period 8 attendance indicated that the current attendance rate is 0.22% lower than last year's period 8 rate at 96.0% - verified by Aeries

5B: The fall 2018 California Dashboard listed the district's Chronic Absenteeism rate as 5.5% in 2017-18 which is lower than county and state averages. This represents a 0.8% decrease over the prior year. The district is green for the Chronic Absenteeism indicator on the CA Dashboard.

5C: In 2017-18 the district's middle school had 0 listed dropouts. This is an improvement from 2016-17 school year where the middle school had 1 (one) student listed as a drop out. The identified student was believed to have moved out of the country, but the middle school could not verify this with surety and therefore counted the student as a dropout. - Verified by CALPADS.

5D/E: In 2017-18 EHS had a 96.8% graduation rate, which is an increase of 0.6% from the prior year. The Annual Adjusted 9-12 dropout rate was 1.1%. In 2017-18, 186 students graduated from EHS and 2 students were classified as dropouts. For the district the overall graduation rate was 95.2% representing 208 graduates and 5 official dropouts for district adjusted dropout rate of 2.4%. Verified by Data Quest.

Expected

Baseline

Pupil Engagement: Priority 5

5A: 2015-16 the district maintained a 96.28% attendance rate - verified by Aeries

5B: 2015-16 chronic absentee rates were 7.1% - verified by Aeries

5C: 2015-16 there were no middle schools dropouts - verified by CALPADS

5D: 2015-16 High School cohort dropout rate was 3.9% - verified by DataQuest

5E: 2015-16 high school graduation rate was 93.4% - verified by DataQuest

Metric/Indicator

School Climate: Priority 6

6A: Student suspension rates
Student Expulsion rates
Truancy rates, CHKS results, Local
student/parent surveys

18-19

School Climate: Priority 6

6A:

Student suspension rates will drop below 4% - verified by DataQuest

Student expulsion rates will remain below .2% - verified by DataQuest

Student truancy rates will drop below 7% - verified by DataQuest

CHKS is administered every other and will not be administered in 2018 -19

Student connectedness rates as measured by local student/parent surveys will maintain or increase by 5% - verified by parent survey

Actual

School Climate: Priority 6

6A: In 2017-18 the student suspension rate decreased from 5.6% (in 2016-17) to 4.6% (2017-18). The decrease reflected 30 less student suspensions. In 2016-17 171 students were suspended (unduplicated count) vs. 141 (unduplicated count) in 2017-18. Verified by DataQuest.

In 2017-18 the student expulsion rate was 0.06%. This rate indicated a total number of 2 expulsions. This was a decrease of 4 expulsions from prior year 2016-17 which included a total of 6 suspensions. Verified by DataQuest. Student connectedness rates as measured by local student/parent surveys increased by 6% to 90% in 2018-19. Verified by 2017-18 and 2018-19 parent surveys.

Expected

Baseline

School Climate: Priority 6

6A:

2014-15 (the most current year available) student suspension rates was 4.3% - verified by DataQuest

2014-15 (the most current year available) student expulsion rates was 4.3% - verified by DataQuest

2014-15 (the most current year available) district truancy rates were 7.45 - verified by DataQuest

2015-16 CHKS survey indicated students "felt very safe or safe at school" at the following rates by grade 88% grade 5, 74% in grade 7 and 65% & 64% in grades 9 & 11, respectively - verified by the CHKS

2016-17 83% (135) of parent respondents (n=155) felt their child was safe and connected to their school - verified by parent survey

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 |
|--|---|---|---|
| 3.1 EUSD will continue to provide meaningful outreach to all stakeholders using a range of communication strategies, including web presence, social media, messaging and school based presentations and activities | 3.1 EUSD used a variety of media to communicate with stakeholders. The district, sites and teachers use the Aeries Communication module to maintain regular communication with parents via phone, email and SMS. The district implemented a new ADA compliant website this year and maintains a Facebook account to provide web based visibility. District and School | Associated outreach costs 5000-5999: Services And Other Operating Expenditures Base 5,000 | 5000-5999: Services And Other Operating Expenditures Base 859 |

Activities included back to school nights, open house, math nights and science nights to name a few.

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| 3.2 EUSD will enlist all stakeholders to create positive, effective and engaging learning environments and each site will implement an attendance incentive program to improve overall district attendance rates. | 3.2 EUSD enlisted a variety of stakeholders to create learning environments that are positive, effective and engaging. All sites implemented positive attendance programs. | Maintenance costs 4000-5999: Supplies and Service Lottery 1,000 | 4000-5999: Supplies and Service Lottery 1,000 |

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 actions and services for Goal 3 were implemented as planned with minor changes owing to programmatic needs, staffing, and other factors. The district continued its contract with our public relations consultant who continued to be instrumental in coordinating the district's outreach efforts. The current website that was rolled out in June 2017 was difficult to use and navigate and the district decided to pursue an alternative vendor to develop and host the district website. A new district website is anticipated to launch July 2019. The district maintains a Facebook presence. All school sites continue to implement attendance recognition programs and offered a variety of incentives to recognize students with excellent attendance. In implementing this goal there were a few challenges. One major challenge was the difficulty in navigating and using the current website. The web developer struggled to provide immediate support when needed. Updates on the back end were inconsistent and this affected district and school site calendar updates as well as other webpage functionality. The high frequency of ongoing issues with updating and adding information, and poor training, continued on throughout the year. Although the websites are ADA compliant, a new vendor will provide webpage management services consistent with ADA compliance. Parent involvement continues to be a challenge in certain areas. Student performances, athletic and academic events are very well attended, but it continues to be difficult to get parent involvement for Site Councils, ELACs and the like. The positive attendance recognition programs have been very successful and well received by students, parents and staff alike. Incentives like Razor Scooters, Kindle Fires, Chromebooks and other prizes continue to be used to promote and recognize excellent attendance.

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

Overall the actions/services indicated in Goal 3 were very effective. While always an ongoing concern, parent involvement continued to be high when it came to student performances, competitions, Literacy Nights, Science Nights, etc. All sites in the district combined offered over 200 parent participation activities including, Family Math and Science Nights, musical and theatrical performances, academic and athletic competitions to name a few. Parents familiarity Aeries parent portal was reported to be around 57% per parent responses on the LCAP parent survey (indicating they were somewhat to very familiar with the portal). The district Facebook page continues to be a success with close to 1200 followers (an increase of about 400 from last school year (2017-18). The district continues to ensure it has the most accurate parent email accounts and cell numbers to maximize the benefits of the Aeries communication system. The district public relations consultant has continued to make a tremendous impact on the communication structures utilized by the district and has also been creating videos of events and activities for posting on district and school websites. The websites continued to be a challenge in large part due to the service provider. For this reason, the district decided to pursue and alternate vendor and new website is set to launch in July 2019. Attendance incentive programs continue to be well received and district attendance rates remain high at 96%. Creation and maintenance of positive learning environments was supported by the continued expansion of PBIS, a variety of anti-bullying, positive behavior activities (including assemblies) and presentations and similar activities. The district also increased counseling services provided to all students either through the site based counselors the district's school psychologists and the recently hired licensed marriage and family therapist. Facility upgrades completed this year have greatly improved the learning environments on all campuses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district has identified the material difference threshold at a 10% variance between total expected and actual expenditures in excess of \$25,000 for each action. A review of the actions and any material differences follow:

There were no material differences in Goal 3

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.

Changes - As a result of analyzing this goal, including stakeholder feedback, and the CA School Dashboard it was determined that no revisions to any action/service language would be made for Goal 3 in the 2018-19 LCAP. The rationale being, as this is year three of a three year plan, the major revisions implemented over the last two years are just now becoming fully operational and it would be best to stay the course to better measure their impact.

That being said there are specific outcomes for key actions and services and are listed below:

Action 3.1 - The district will maintain its relationship with its public relations consultant for 2019-20, with specific support in assisting the coordination of the district's outreach efforts to generate more community and parent involvement. Continued improvement of the district and site websites will also be a key focus within this action, by contracting with a new vendor.

Action 3.2 - The district will continue its modernization efforts and using state modernization monies, and anticipated bond proceeds, will modernize various district facilities to improve the learning environments for our students. Focus on maintaining positive site based attendance programs will continue in 2019-20.

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?

The LCAP planning process began in August of 2018 at the Leadership Team's annual retreat. At the retreat the 2018-19 LCAP was reviewed along with CAASPP data and other local measures. The district's annual goals and action plans were then developed to reflect the key elements found in the LCAP and data review. Throughout the fall, administration regularly monitored the implementation of each goal and evaluated its effectiveness. On March 5, 2019, district administration presented a 2018- 2019 LCAP update to the governing board. On March 6th, 2019 the district hosted a district "Town Hall" community meeting in the Escalon High School cafeteria. All stakeholders (parents, students, staff, community members, and the EUTA and CSEA bargaining units) were invited to participate. To ensure all stakeholder groups had the opportunity to participate, flyers with the meeting dates were sent home, and telephone calls, emails and/or text messages were sent to all parents and CSEA and EUTA members. The meeting was also posted on district and school websites, social media and the local paper ran an article on LCFF and LCAP also promoting the event. Approximately 30 people participated in the meeting, the majority being certificated teachers. This meeting allowed all participants the opportunity to provide input and feedback on the annual update, and additional input as it related to the three goals, their respective priority areas and areas of focus/concern. To expand our outreach efforts staff and community surveys to provide input on LCAP development were made available to both groups. The district staff survey had 122 responses (84 Certificated and 38 Classified) and the parent community survey had 185 responses.

In mid-February the leadership team continued their comprehensive review of the state indicator data, site and grade level CAASPP results, benchmark results, and prior district goals and action plans. Once community input was gathered through the Town Hall meetings and surveys while the leadership team continued the review process. At the May 07, 2019 board meeting the board reviewed a summary of the key points generated from input from the community meeting and staff and community surveys. The board provided feedback to the district leadership regarding the key points. The leadership team then completed their review and concluded that the current actions and services were still appropriate to support the goals of the 2019-20 LCAP. As noted in the annual update, key outcomes for each action were also identified. On May 8th, 2019 DAC/DELAC were given an opportunity to review and respond to the proposed actions and services in the 2019-20 LCAP. Their commentary was responded to in writing, was posted to the district's web page, and their recommendations and feedback were taken into account as the 2019-20 LCAP actions and services were finalized.

A public hearing was held for the District's LCAP and budget at a regularly scheduled board meeting on June 21, 2019. The district's LCAP and budget were formally adopted at a regularly scheduled board meeting on June 24, 2019. Both the district's budget and LCAP were forwarded to the San Joaquin Office of Education within the five day post adoption window.

Impact on LCAP and Annual Update

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

Stakeholders' input on the LCAP impacted the design of the LCAP in the following priority clusters.

Conditions of Learning: Goal 1- Provide the necessary resources and staffing to make all students career and college ready. (priorities 1, 2, and 7)

1. Feedback on the annual update and Goal 1 in the LCAP reflected positive support for facilities improvement and the expansion of the district's CTE programs. While Action 1.1 is unchanged, the district has identified significant facility upgrades, including Phase 1 modernization of Dent Elementary, placing additional portable classrooms at Collegeville Elementary to account for the expansion of the Dual Language Immersion Program. Regarding CTE, the district has launched two new CTE pathways, after hiring two new instructors. The converted Health Careers pathway into the First Responders pathway included Fire Science. The First Responder pathway has been extremely well received and the District was even able to acquire a retired fire truck from a local fire department, as well as a retired ambulance. The district also completed its first year of implementation of the newly adopted Computer Science Pathway. The expansion is consistent with A/S 1.1. Lastly, Collegeville Elementary School will continue with year two implementation of the Dual Language Immersion Academy to offer additional educational options to our students. Collegeville was selected owing to its high EL population and research supports DLI as an effective approach to closing the achievement gap.

2. In the area of technology, stakeholder feedback continued to be positive of the progress the district has made in increasing availability of technology for students and staff. Feedback also indicated that there is a need to continue to provide professional development opportunities in integrating technology into classroom instruction. With a fully staffed IT department, the IT department implemented a series of workshops and resources to support teacher efforts to integrate more technology in the classroom. These workshops included, "Tech Tuesdays," where the IT director traveled from campus to campus offering, targeted PD. In addition PD opportunities were offered in district during one of the full day professional development days offered to teachers. Furthermore, an I.T. newsletter was developed and shared with all staff members monthly. The plan is to continue with ongoing PD in the area of technology and to modify service delivery as feedback is received. Lastly, as part of a multi-year roll-out, the district will be extending the 1:1 initiative into Escalon High and this year's incoming 10th grade class will be 1:1. The district was able to acquire sufficient chromebooks to be 1:1 2nd grade through 9th grade during the 2018-19 school year. These two outcomes are consistent with A/S 1.2 in its current form.

3. As the CAASPP system is continually evolving with additional resources (e.g. Digital Library, IAB's, ICA's) and tools (e.g. California Dashboard) being added on a regular basis, feedback identified the need to continue to have all staff to improve their understanding of the CAASPP system, its structure and the tools and resources available in the system. This feedback is consistent with A/S 1.3.

4. Lastly, feedback continued to support focus on continuous professional development for all staff which is consistent with A/S 1.7

Pupil Outcomes: Goal 2 - Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready. (priorities 4 and 8)

1. With the revised student monitoring process, the district made significant progress in area of monitoring of student performance data. This initiative also supported staff and administrative buy in for Professional Learning Communities (PLC). However, feedback emphasized that that additional support and training are needed to ensure this data is effectively used to support instructional decision making and program placement. Feedback was also collected in regards to the assessments administered and the utility of the data being produced ("actionable"). Consistent with 2018-19 A/S 2.1, the focus next year will be to continue to increase staff capacity to collect and analyze student data to drive instruction, and to support and guide student placement and interventions. Professional Development will be tailored to selection of essential standards, and continued assessment development and interpretation.

2. Another area that stakeholder feedback focused on was ensuring that the needs of the district's English Learners were effectively addressed and was also an issue raised by our governing board. The 2019-20 A/S 2.2 articulates these concerns and provides support and resources for the staff training and program design for integrated and designated ELD.

3. College and Career readiness continued to be an emphasis K-12 this year and stakeholder feedback was very supportive of this emphasis, but was also concerned that the focus on Career and College readiness across all grade levels needs to continue. This focus will continue under the 2019-20 A/S 2.3.

4. Maintaining positive and safe learning environments continued to be a common theme reflected in the feedback provided at the community meeting and in parent and staff surveys. 2019-20 A/S 2.5 supports the continued implementation of MTSS next year to address the need for positive and safe learning environments.

Engagement: Goal 3 - Enlist all stakeholders to create learning environments that are effective and engaging (priorities 3, 5, and 6)

1. Stakeholder feedback was supportive of the changes made to district communication procedures and practices as a whole. A request was made for better Spanish translations and concerns were again raised regarding the district and site websites. A/S 3.1 in 2019-20 continues to support improvement of district communication procedures and practices, including hiring a new vendor to improve the district and site websites as a top priority.

2. Feedback on site efforts to improve student attendance rates continued to be very positive and A/S 3.2 continues to maintain support for positive attendance programs.

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 1

Provide the necessary resources and staffing to make all students Career and College Ready

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 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Students Need:

Basic Services: Priority 1

- Appropriately credentialed staff, trained in diverse teaching strategies. Data source: SARCs, Personnel Records. Stakeholder discussions
- Adequate instructional materials. Data source: Annual instructional materials sufficiency resolution, adoptions, instructional material purchases as appropriate, Stakeholder discussions
- Facilities in good repair. Data source: FIT report, stakeholder discussions

Implementation of State Standards: Priority 2

- Implementation of State adopted standards in all grade levels and content areas. Data source: Instructional Rounds walks, PD calendar, Stakeholder discussions/survey results
- Programs/Services to allow EL to access CA and ELD standards. Data Source: CA Dashboad, ELPAC scores, CAASPP scores, Progress Monitoring data, Stakeholder discussions

Course Access: Priority 7

- Ensure all students, including unduplicated and exceptional needs students, have access to a broad course of study. Data source: CALPADS reports, student schedules, stakeholder discussions

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|--|--|--|
| <p>Basic Services: Priority 1</p> <p>1A: Teachers appropriately assigned and fully credentialed in the subject areas.</p> <p>1B: Sufficient access to standards-aligned instructional materials</p> <p>1C: Facilities are maintained and in good repair</p> | <p>Basic Services: Priority 1</p> <p>1A: 2015-16 - 100% of all teachers appropriately assigned and credentialed - verified by SARCs</p> <p>1B: 2016-17 - 100% of all students had access to standards aligned instructional materials - verified by Annual Textbook Sufficiency Resolution</p> <p>1C: 2016-17 - 100% of all sites were in good repair - verified by FIT</p> | <p>Basic Services: Priority 1</p> <p>1A: Maintain 100% of all teachers appropriately assigned and credentialed - verified by SARCs</p> <p>1B: Maintain that 100% of all students will have access to standards aligned instructional materials - verified by Annual Textbook Sufficiency Resolution</p> <p>1C: Maintain 100% of all sites in good repair - verified by FIT</p> <ul style="list-style-type: none"> • verified by student IEPs and SEIS | <p>Basic Services: Priority 1</p> <p>1A: Maintain 100% of all teachers appropriately assigned and credentialed - verified by SARCs</p> <p>1B: Maintain that 100% of all students will have access to standards aligned instructional materials - verified by Annual Textbook Sufficiency Resolution</p> <p>1C: Maintain 100% of all sites in good repair - verified by FIT</p> | <p>Basic Services: Priority 1</p> <p>1A: Maintain 100% of all teachers appropriately assigned and credentialed - verified by SARCs</p> <p>1B: Maintain that 100% of all students will have access to standards aligned instructional materials - verified by Annual Textbook Sufficiency Resolution</p> <p>1C: Maintain 100% of all sites in good repair - verified by FIT</p> |
| <p>Implementation of State Standards: Priority 2</p> <p>2A: Implementation of adopted state standards</p> | <p>Implementation of State Standards: Priority 2</p> <p>2A:</p> | <p>Implementation of State Standards: Priority 2</p> <p>2A:</p> | <p>Implementation of State Standards: Priority 2</p> <p>2A:</p> | <p>Implementation of State Standards: Priority 2</p> <p>2A:</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|---|--|--|
| 2B: Programs/Services to allow EL to access CA and ELD standards | <p>2016-17 - Instructional Rounds data indicated a 50/50 ratio of student to teacher talk was more consistent and coupled with a higher level of student to student interaction (e.g think, pair, share). Additionally, data indicated greater focus on DOK levels 2-3 with DOK level 1 being primarily used to build base background understandings to prepare students for higher level tasks associated with DOK levels 2 & 3 - verified by Curriculum Calendar</p> <p>2016-17 - All staff received a minimum of 4 professional development/collaboration days focused on CCSS, NGSS, differentiation, technology, ELD, Data Analysis and MTSS - verified by Curriculum Calendar</p> <p>2015-16 - K-12 implementation of new math curriculum -</p> | <p>Continue Instructional Rounds to ensure that CCSS instructional practices and content are being implemented in all classrooms grades K-12 - verified by Curriculum Calendar</p> <p>Maintain a minimum of 4 professional development/collaboration days focused on CCSS, NGSS, differentiation, technology, ELD, Data Analysis and MTSS - verified by Curriculum Calendar</p> <p>100% of all teachers K-12 will continue to implement the district adopted math curriculum - verified through observations and lesson plans</p> <p>100% of 6-8 students, as appropriate, will receive the new ELA/ELD curriculum - verified by Annual Textbook Sufficiency Resolution</p> | <p>Continue to use Instructional Rounds as a means to monitor implementation of the CCSS K-12 - verified by Curriculum Calendar</p> <p>Continue to provide minimum of 4 professional development/collaboration days to improve teacher instructional practices - verified by Curriculum Calendar</p> <p>100% of all students will have access to standards aligned curricular materials - verified by Annual Textbook Sufficiency Resolution</p> <p>2B:</p> <p>Continue EL access to CCSS and ELD standards to gain content knowledge and English proficiency through at least 30 minutes of designated ELD in addition to daily integrated ELD. - verified by observations and school schedules</p> | <p>Continue to use Instructional Rounds as a means to monitor implementation of the CCSS K-12 - verified by Curriculum Calendar</p> <p>Continue to provide minimum of 4 professional development/collaboration days to improve teacher instructional practices - verified by Curriculum Calendar</p> <p>100% of all students will have access to standards aligned curricular materials - verified by Annual Textbook Sufficiency Resolution</p> <p>2B:</p> <p>Continue EL access to CCSS and ELD standards to gain content knowledge and English proficiency through at least 30 minutes of designated ELD in addition to daily integrated ELD. - verified by observations and school schedules</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|--|---|--|--|
| | <p>verified by Annual Textbook Sufficiency Resolution</p> <p>2016-17 - Piloted and adopted 6-8 ELA curriculum - verified by board action on 6/20/17</p> <p>2012-13 - Adopted California Treasures for K-5 ELA - verified by board action on 1/17/12</p> <p>2B:</p> <p>2016-17 - All ELs had access to CCSS and ELD standards to gain content knowledge and English proficiency including at least 30 minutes of designated ELD in addition to daily integrated ELD. - verified by observations and school schedules</p> <p>2016-17 - All K-5 teachers had a full day of PD involving the new ELD standards and in particular designated and integrated practices. All district teachers K-5 have been GLAD trained with the most</p> | <p>100% of all teachers K-5 will continue to implement California Treasures ELA curriculum - verified by observations and lesson plans</p> <p>2B:</p> <p>Maintain EL access to CCSS and ELD standards to gain content knowledge and English proficiency through at least 30 minutes of designated ELD in addition to daily integrated ELD. - verified by observations and school schedules</p> <p>Continue to provide PD in ELD for all teachers - verified by Curriculum Calendar</p> <p>Continue to train or retrain all K-5 teachers in GLAD - verified by Curriculum Calendar</p> | <p>Continue to provide PD/coaching in ELD (All teachers) and GLAD (K-5 teachers) - verified by Curriculum Calendar</p> | <p>Continue to provide PD/coaching in ELD (All teachers) and GLAD (K-5 teachers) - verified by Curriculum Calendar</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|--|--|
| | recent hires completing training in May of 2017 - verified by Curriculum calendar | | | |
| Course Access: Priority 7 | Course Access: Priority 7 | Course Access: Priority 7 | Course Access: Priority 7 | Course Access: Priority 7 |
| 7A, B & C: Ensure all students, including unduplicated and exceptional needs students, have access to a broad course of study | <p>7A:</p> <p>2016-17 - All students were offered a broad course of study - verified by class schedules and CALPADS</p> <p>7B:</p> <p>2016-17 - Unduplicated students had access to a minimum 30 minutes per day of ELD (ELs), Tier II & III RTI, targeted interventions, Read 180, SRA Reading Mastery, ST Math and Math 180 - verified by class schedules and Student Data Review Team notes</p> <p>7C:</p> <p>2016-17 - Exceptional needs students had access to Read 180, SRA Reading Mastery,</p> | <p>7A:</p> <p>Maintain access to a broad course of study for all students - verified by class schedules and CALPADS</p> <p>7B:</p> <p>Maintain access for unduplicated students to a minimum 30 minutes per day of ELD (ELs), Tier II & III RTI, targeted interventions, Read 180, SRA Reading Mastery, ST Math and Math 180 - verified by class schedules and Student Data Review Team notes</p> <p>7C:</p> <p>Maintain access for exceptional needs students to Read 180, SRA Reading Mastery,</p> | <p>7A:</p> <p>Continue access to a broad course of study for all students - verified by class schedules and CALPADS</p> <p>7B:</p> <p>Continue access for unduplicated students to a minimum 30 minutes per day of ELD (ELs), Tier II & III RTI, targeted interventions, Read 180, SRA Reading Mastery, ST Math and Math 180 - verified by class schedules and Student Data Review Team notes</p> <p>7C:</p> <p>Continue access for exceptional needs students to Read 180, SRA Reading Mastery,</p> | <p>7A:</p> <p>Continue access to a broad course of study for all students - verified by class schedules and CALPADS</p> <p>7B:</p> <p>Continue access for unduplicated students to a minimum 30 minutes per day of ELD (ELs), Tier II & III RTI, targeted interventions, Read 180, SRA Reading Mastery, ST Math and Math 180 - verified by class schedules and Student Data Review Team notes</p> <p>7C:</p> <p>Continue access for exceptional needs students to Read 180, SRA Reading Mastery,</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|---|---|---|
| | Tier II & III RTI, ST Math and Math 180, pull in and push out services and access to group and individual counseling as indicated by their IEPs - verified by student IEPs and SEIS | Tier II & III RTI, ST Math and Math 180, pull in and push out services and access to group and individual counseling as indicated by their IEPs | Tier II & III RTI, ST Math and Math 180, pull in and push out services and access to group and individual counseling as indicated by their IEPs - verified by student IEPs and SEIS | Tier II & III RTI, ST Math and Math 180, pull in and push out services and access to group and individual counseling as indicated by their IEPs - verified by student IEPs and SEIS |

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

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

1.1 - Provide CCSS appropriate curriculum, materials, supplies, contracted services and capital outlay to all students - base/other

1.1 - Provide CCSS appropriate curriculum, materials, supplies, contracted services and capital outlay to all students - base/other

1.1 - Provide CCSS appropriate curriculum, materials, supplies, contracted services and capital outlay to all students - base/other

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | 400,000 | 400,000 | 400,000 |
| Source | Base | Base | Base |
| Budget Reference | 4000-6999: Supplies, Service, Capital Outlay Curriculum, materials and supplies costs | 4000-6999: Supplies, Service, Capital Outlay Curriculum, materials and supplies costs | 4000-6999: Supplies, Service, Capital Outlay Curriculum, materials and supplies costs |

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

Modified Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

1.2 - EUSD will foster high levels of technological literacy by providing adequate material and human resources and targeted training to support purposeful use in the classroom and workplace.

1.2 - EUSD will foster high levels of technological literacy by providing adequate material and human resources and targeted training to support purposeful use in the classroom and workplace.

1.2 - EUSD will foster high levels of technological literacy by providing adequate material and human resources and targeted training to support purposeful use in the classroom and workplace.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | 8,000 | 8,000 | 10,000 |
| Source | Base | Base | Base |
| Budget Reference | 4000-4999: Books And Supplies Technology resource cost | 4000-4999: Books And Supplies Technology resource cost | 4000-4999: Books And Supplies Technology resource cost |

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

New Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

1.3 - EUSD will increase staff understanding of the CAASPP system, including its structure, alignment, interim assessments and digital library, to effectively prepare all students for the academic and technical expectations of the CAASPP.

1.3 - EUSD will increase staff understanding of the CAASPP system, including its structure, alignment, interim assessments and digital library, to effectively prepare all students for the academic and technical expectations of the CAASPP.

1.3 - EUSD will increase staff understanding of the CAASPP system, including its structure, alignment, interim assessments and digital library, to effectively prepare all students for the academic and technical expectations of the CAASPP.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | 4,250 | 4,250 | 4,250 |
| Source | Base | Base | Base |
| Budget Reference | 4000-4999: Books And Supplies Odysseyware | 4000-5999: Supplies and Service Materials, contracted services and travel | 4000-5999: Supplies and Service Materials, contracted services and travel |

Action 4

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1.4 - Maintain current levels of staffing, and contracted services to support student learning - base

2018-19 Actions/Services

1.4 - Maintain current levels of staffing, and contracted services to support student learning - base

2019-20 Actions/Services

1.4 - Maintain current levels of staffing, and contracted services to support student learning - base

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Source | Base | Base | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Employee and contracted services costs | 1000-1999: Certificated Personnel Salaries Employee and contracted services costs | 1000-1999: Certificated Personnel Salaries Employee and contracted services costs |
| Source | Base | Base | Base |
| Budget Reference | 2000-2999: Classified Personnel Salaries Employee and contracted services costs | 2000-2999: Classified Personnel Salaries Employee and contracted services costs | 2000-2999: Classified Personnel Salaries Employee and contracted services costs |
| Source | Base | Base | Base |
| Budget Reference | 3000-3999: Employee Benefits Employee and contracted services costs | 3000-3999: Employee Benefits Employee and contracted services costs | 3000-3999: Employee Benefits Employee and contracted services costs |
| Source | Base | Base | Base |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Employee and contracted services costs | 5000-5999: Services And Other Operating Expenditures Employee and contracted services costs | 5000-5999: Services And Other Operating Expenditures Employee and contracted services costs |
| Amount | 1,373,055 | 1,575,000 | 1,950,000 |
| Source | Base | Base | Base |
| Budget Reference | Employee and contracted services costs - Total of objects 1, 2, 3, & 5 | Employee and contracted services costs - Total of objects 1, 2, 3, & 5 | Employee and contracted services costs - Total of objects 1, 2, 3, & 5 |

Action 5

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
Foster Youth
Low Income

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

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

1.5 Maintain current levels of staffing and contracted services to support student learning such as intervention teachers, instructional aides etc. - supplemental

2018-19 Actions/Services

1.5 Maintain current levels of staffing and contracted services to support student learning such as intervention teachers, instructional aides etc. - supplemental

2019-20 Actions/Services

1.5 Maintain current levels of staffing and contracted services to support student learning such as intervention teachers, instructional aides etc. - supplemental

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Employee and contracted services costs | 1000-1999: Certificated Personnel Salaries Employee and contracted services costs | 1000-1999: Certificated Personnel Salaries Employee and contracted services costs |

| | | | |
|------------------|--|--|--|
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries Employee and contracted services costs | 2000-2999: Classified Personnel Salaries Employee and contracted services costs | 2000-2999: Classified Personnel Salaries Employee and contracted services costs |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 3000-3999: Employee Benefits Employee and contracted services costs | 3000-3999: Employee Benefits Employee and contracted services costs | 3000-3999: Employee Benefits Employee and contracted services costs |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Contracted services costs | 5000-5999: Services And Other Operating Expenditures Contracted services costs | 5000-5999: Services And Other Operating Expenditures Contracted services costs |
| Amount | 73,650 | 84,000 | 155,000 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | Employee and contracted services costs - Total of objects 1, 2, 3, & 5 | Employee and contracted services costs - Total of objects 1, 2, 3, & 5 | Employee and contracted services costs - Total of objects 1, 2, 3, & 5 |

Action 6

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

1.6 Provide adequate resources to M.O.T. to provide safe facilities and transportation for all students

2018-19 Actions/Services

1.6 Provide adequate resources to M.O.T. to provide safe facilities and transportation for all students

2019-20 Actions/Services

1.6 Provide adequate resources to M.O.T. to provide safe facilities and transportation for all students

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Source | Base | Base | Base |
| Budget Reference | 2000-2999: Classified Personnel Salaries M.O.T. Expenses | 2000-2999: Classified Personnel Salaries M.O.T. Expenses | 2000-2999: Classified Personnel Salaries M.O.T. Expenses |
| Source | Base | Base | Base |
| Budget Reference | 3000-3999: Employee Benefits M.O.T. Expenses | 3000-3999: Employee Benefits M.O.T. Expenses | 3000-3999: Employee Benefits M.O.T. Expenses |
| Source | Base | Base | Base |
| Budget Reference | 4000-6999: Supplies, Service, Capital Outlay M.O.T. Expenses | 4000-6999: Supplies, Service, Capital Outlay M.O.T. Expenses | 4000-6999: Supplies, Service, Capital Outlay M.O.T. Expenses |
| Amount | 78,299 | 85,000 | 93,500 |
| Source | Base | Base | Base |
| Budget Reference | M.O.T. Expenses - Total of objects 2-6 | M.O.T. Expenses - Total of objects 2-6 | M.O.T. Expenses - Total of objects 2-6 |

Action 7

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)

Location(s):

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

All

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

1.7 EUSD will provide all staff with appropriate professional development in the areas of ELA, Math, NGSS and Data Analysis

2018-19 Actions/Services

1.7 EUSD will provide all staff with appropriate professional development in the areas of ELA, Math, NGSS and Data Analysis

2019-20 Actions/Services

1.7 EUSD will provide all staff with appropriate professional development in the areas of ELA, Math, NGSS and Data Analysis

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Source | Base | Base | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Employee and supplies, materials and services costs | 1000-1999: Certificated Personnel Salaries Employee and supplies, materials and services costs | 1000-1999: Certificated Personnel Salaries Employee and supplies, materials and services costs |
| Source | Base | Base | Base |
| Budget Reference | 2000-2999: Classified Personnel Salaries Employee and supplies, materials and services costs | 2000-2999: Classified Personnel Salaries Employee and supplies, materials and services costs | 2000-2999: Classified Personnel Salaries Employee and supplies, materials and services costs |

| | | | |
|------------------|---|---|---|
| Source | Base | Base | Base |
| Budget Reference | 3000-3999: Employee Benefits Employee and supplies, materials and services costs | 3000-3999: Employee Benefits Employee and supplies, materials and services costs | 3000-3999: Employee Benefits Employee and supplies, materials and services costs |
| Source | Base | Base | Base |
| Budget Reference | 4000-5999: Supplies and Service Employee and supplies, materials and services costs | 4000-4999: Books And Supplies Employee and supplies, materials and services costs | 4000-4999: Books And Supplies Employee and supplies, materials and services costs |
| Source | Base | Base | Base |
| Budget Reference | Employee and supplies, materials and services costs - Total of objects 1-4 | Employee and supplies, materials and services costs - Total of objects 1-4 | Employee and supplies, materials and services costs - Total of objects 1-4 |
| Amount | 5,395 | 6,000 | 15,000 |

Action 8

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
Foster Youth
Low Income

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

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

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

| Unchanged Action | Modified Action | Modified Action |
|---|---|---|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| 1.8 - Provide CCSS appropriate curriculum, materials, supplies, contracted services and capital outlay to all students - supplemental | 1.8 - Provide CCSS appropriate curriculum, materials, supplies, contracted services and capital outlay to all students - supplemental | 1.8 - Provide CCSS appropriate curriculum, materials, supplies, contracted services and capital outlay to all students - supplemental |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | 7,000 | 10,000 | 38,719 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | 4000-6999: Supplies, Service, Capital Outlay Curriculum, materials, supplies, contracted services and capital outlay to all students | 4000-6999: Supplies, Service, Capital Outlay Curriculum, materials, supplies, contracted services and capital outlay to all students | 4000-6999: Supplies, Service, Capital Outlay Curriculum, materials, supplies, contracted services and capital outlay to all students |

Action 9

OR

Actions/Services

Budgeted Expenditures

| | | | |
|--------|--|--|--|
| Amount | | | |
|--------|--|--|--|

Action 10

OR

Actions/Services

Budgeted Expenditures

Amount

| | | |
|--|--|--|
| | | |
|--|--|--|

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

Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Students Need:

Pupil Achievement: Priority 4

- English Proficiency. Data source: CA Dashboard, ELPAC, Reclassification rates, stakeholder discussions
- Grade level proficiency in Math, English Language Arts, Science and Social Science. Data source: CAASPP, Student Information System, Student Data Assessment/Management System, stakeholder discussions
- Credit Recovery. Data source: Course pass/fail rates, stakeholder discussions
- Enrichment and extra curricular opportunities

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|--|--|--|
| 4A: Statewide assessments (Academic Indicator) 4B: Academic Performance Index | Pupil Achievement: Priority 4 4A: 2015-16 CAASPP student results indicate: | Pupil Achievement: Priority 4 4A: | Pupil Achievement: Priority 4 4A: | Pupil Achievement: Priority 4 4A: |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|--|--|
| 4C: A-G completion rates 4D & E: EL progress towards proficiency/EL reclassification rate 4F: AP Exam passage rates 4G: Early Assessment Program - College Readiness | <p>All Students - 38% Meet or exceed standard in ELA - verified by CAASPP reports</p> <p>All Students - 31% Meet or exceed standard in Math - verified by CAASPP reports</p> <p>Hispanic/Latino Students - 27% Meet or exceed standard in ELA - verified by CAASPP reports</p> <p>Hispanic/Latino Students - 21% Meet or exceed standard in Math - verified by CAASPP reports</p> <p>White Students - 40% Meet or exceed standard in ELA - verified by CAASPP reports</p> <p>White Students - 39% Meet or exceed standard in Math - verified by CAASPP reports</p> <p>(2016-17 - Student demographics -</p> | <p>ELA CAASPP scores for all students will increase by 1.5 - 10% - verified by CAASPP reports</p> <p>Math CAASPP scores for all students will increase by 1.5 - 10% - verified by CAASPP reports</p> <p>ELA CAASPP scores for Hispanic/Latino students will increase by 1.5 - 10% - verified by CAASPP reports</p> <p>Math CAASPP scores for Hispanic/Latino students will increase by 1.5 - 10% - verified by CAASPP reports</p> <p>CAST scores in the 2017-08 school year will establish the baseline for student performance as measured by the CAST - verified by CAASPP reports</p> <p>4B: API is no longer being calculated and has been replaced by the California Dashboard</p> | <p>ELA CAASPP scores for all students will increase by 1.5 - 10% - verified by CAASPP reports</p> <p>Math CAASPP scores for all students will increase by 1.5 - 10% - verified by CAASPP reports</p> <p>ELA CAASPP scores for Hispanic/Latino students will increase by 1.5 - 10% - verified by CAASPP reports</p> <p>Math CAASPP scores for Hispanic/Latino students will increase by 1.5 - 10% - verified by CAASPP reports</p> <p>Science CAST score for all students will increase by 1.5 - 10% - verified by CAASPP reports</p> <p>4B: API is no longer being calculated and has been replaced by the California Dashboard</p> <p>4C: A-G completion rates will increase to</p> | <p>ELA CAASPP scores for all students will increase by 1.5 - 10% - verified by CAASPP reports</p> <p>Math CAASPP scores for all students will increase by 1.5 - 10% - verified by CAASPP reports</p> <p>ELA CAASPP scores for Hispanic/Latino students will increase by 1.5 - 10% - verified by CAASPP reports</p> <p>Math CAASPP scores for Hispanic/Latino students will increase by 1.5 - 10% - verified by CAASPP reports</p> <p>Science CAST score for all students will increase by 1.5 - 10% - verified by CAASPP reports</p> <p>4B: API is no longer being calculated and has been replaced by the California Dashboard</p> <p>4C: A-G completion rates will increase to</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|---|--|---|
| | <p>Hispanic/Latino - 47%; White - 47% - verified by Aeries)</p> <p>In 2015-16 districtwide CST scores for all students in Science increased with 47% proficient or above in grade 5 and grades 8 and 10 were 56% and 59% respectively - verified by CST reports</p> <p>4B: 2016-17 - API is no longer being calculated and has been replaced by the California Dashboard</p> <p>4C: 2015-16 - A-G Completion Rate was 31% - verified by Aeries</p> <p>4D: 2015-16 EL Progress Indicator was yellow (medium) with a status of Maintained - verified by the CDE 5x5 placement data</p> <p>4E: 2016-17 - 71 students were reclassified K-12 in the school year - verified by DataQuest</p> | <p>4C: A-G completion rates will increase to 35% in 2016-17 - verified by Aeries</p> <p>4D: EL progress towards proficiency will increase by 1.5 - 10% - verified by the CDE 5x5 placement data</p> <p>4E: The district will increase or maintain the number of students reclassified in the 2017-18 school year - verified by DataQuest</p> <p>4F: AP passages rates will be 50% or higher and the annual number of exams taken will not fall below 200 - verified by Aeries</p> <p>4G: College Readiness as measured by the EAP will increase by 5% in both math and ELA - verified by CAASPP reports</p> | <p>35% in 2016-17 - verified by Aeries</p> <p>4D: EL progress towards proficiency will increase by 1.5 - 10% - verified by the CDE 5x5 placement data</p> <p>4E: The district will increase or maintain the number of students reclassified in the 2018-19 school year - verified by DataQuest</p> <p>4F: AP passages rates will be 50% or higher and the annual number exams taken will not fall below 200 - verified by Aeries</p> <p>4G: College Readiness as measured by the EAP will increase by 5% in both math and ELA - verified by CAASPP reports</p> | <p>35% in 2016-17 - verified by Aeries</p> <p>4D: EL progress towards proficiency will increase by 1.5 - 10% - verified by the CDE 5x5 placement data</p> <p>4E: The district will increase or maintain the number of students reclassified in the 2019-20 school year - verified by DataQuest</p> <p>4F: AP passages rates will be 50% or higher and the annual number of exams taken will not fall below 200 - verified by Aeries</p> <p>4G: College Readiness as measured by the EAP will increase by 5% in both math and ELA - verified by CAASPP reports</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------------|---|--|--|--|
| | <p>4F: 2015-16 AP Exam Passage Rate was 48% - verified by Aeries</p> <p>4G: 2015-16 EAP - College Readiness -</p> <p>ELA - 40% Conditionally Ready; 20% College Ready - verified by CAASPP results</p> <p>Math - 23% Conditionally Ready; 3% College Ready</p> <ul style="list-style-type: none"> • verified by CAASPP results | | | |
| 8A: Other Pupil Outcomes | <p>Other Pupil Outcomes: Priority 8</p> <p>8A: 2015-16 - verified by Aeries, School Publications and Student Recognitions</p> <p>All Elementary schools participated in the Science Fair and Spelling Bee The middle school participated in the Academic Pentathlon and the Career</p> | <p>Other Pupil Outcomes: Priority 8</p> <p>8A: All students will continue to participate, at a minimum, in the following - verified by Aeries, School Publications and Student Recognitions:</p> <p>All Elementary schools participated in the Science Fair and Spelling Bee</p> | <p>Other Pupil Outcomes: Priority 8</p> <p>8A: All students will continue to participate, at a minimum, in the following - verified by Aeries, School Publications and Student Recognitions:</p> <p>All Elementary schools participated in the Science Fair and Spelling Bee</p> | <p>Other Pupil Outcomes: Priority 8</p> <p>8A: All students will continue to participate, at a minimum, in the following - verified by Aeries, School Publications and Student Recognitions:</p> <p>All Elementary schools participated in the Science Fair and Spelling Bee</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|--|--|--|--|
| | <p>Awareness Fair, and music performances</p> <p>The High School participated in the Academic Decathlon, FFA, music performances and hosts 20 clubs and organizations.</p> | <p>The middle school participated in the Academic Pentathlon and the Career Awareness Fair, and music performances</p> <p>The High School participated in the Academic Decathlon, FFA, music performances and hosts 20 clubs and organizations</p> | <p>The middle school participated in the Academic Pentathlon and the Career Awareness Fair, and music performances</p> <p>The High School participated in the Academic Decathlon, FFA, music performances and hosts 20 clubs and organizations</p> | <p>The middle school participated in the Academic Pentathlon and the Career Awareness Fair, and music performances</p> <p>The High School participated in the Academic Decathlon, FFA, music performances and hosts 20 clubs and organizations</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

[Add Students to be Served selection here]

Location(s):

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

All Schools

[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)

[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)

All Schools

[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

2.1 EUSD will implement a coordinated systematic process with local and state formative and summative assessments and time specific analysis points to monitor student performance, support placement and intervention determinations, and drive instruction.

2018-19 Actions/Services

2.1 EUSD will maintain a coordinated systematic process with local and state formative and summative assessments and time specific analysis points to monitor student performance, support placement and intervention determinations, and drive instruction.

2019-20 Actions/Services

2.1 EUSD will maintain a coordinated systematic process with local and state formative and summative assessments and time specific analysis points to monitor student performance, support placement and intervention determinations, and drive instruction.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | 1,000 | | |
| Source | Base | Base | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries sub costs | 1000-1999: Certificated Personnel Salaries sub costs | 1000-1999: Certificated Personnel Salaries sub costs |
| Amount | 179 | | |
| Source | Base | Base | Base |
| Budget Reference | 3000-3999: Employee Benefits employee benefits | 3000-3999: Employee Benefits employee benefits | 3000-3999: Employee Benefits employee benefits |
| Amount | 2,000 | | |
| Source | Base | Base | Base |
| Budget Reference | 4000-5999: Supplies and Service materials and supplies | 4000-5999: Supplies and Service materials and supplies | 4000-5999: Supplies and Service materials and supplies |

| | | | |
|------------------|--|----------------------|----------------------|
| Amount | | 3,205 | 4,500 |
| Budget Reference | | Total of objects 1-5 | Total of objects 1-5 |

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))

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

Modified Action

2017-18 Actions/Services

2.2 EUSD will provide effective ELD for our English Learners during integrated and designated ELD instruction consistent with the new ELD standards through professional development for all instructional staff

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

Modified Action

2018-19 Actions/Services

2.2 EUSD will provide effective ELD for our English Learners during integrated and designated ELD instruction consistent with the new ELD standards through professional development for all instructional staff

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

Modified Action

2019-20 Actions/Services

2.2 EUSD will provide effective ELD for our English Learners during integrated and designated ELD instruction consistent with the new ELD standards through professional development for all instructional staff

Budgeted Expenditures

| | | | |
|------------------|--|--|--|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | 1,000 | | 1000 |
| Source | Base | Base | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries sub costs | 1000-1999: Certificated Personnel Salaries sub costs | 1000-1999: Certificated Personnel Salaries sub costs |
| Amount | 500 | | 500 |
| Source | Base | Base | Base |
| Budget Reference | 2000-2999: Classified Personnel Salaries sub costs | 2000-2999: Classified Personnel Salaries sub costs | 2000-2999: Classified Personnel Salaries sub costs |
| Amount | 300 | | 350 |
| Source | Base | Base | Base |
| Budget Reference | 3000-3999: Employee Benefits employee benefits | 2000-3000: Salaries & Benefits employee benefits | 3000-3999: Employee Benefits employee benefits |
| Amount | | 1,825 | 3,300 |
| Source | | Base | Base |
| Budget Reference | | 1000-3000: Salaries & Benefits Total of objects 1-3 | 1000-3000: Salaries & Benefits Total of objects 1-3 |

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)

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

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

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2.3 EUSD will advance Career and College readiness by implementing career exploratory activities in grades K-8 and at the secondary level will refine current pathways to include certification options, and increase internships and job shadowing opportunities

2018-19 Actions/Services

2.3 EUSD will advance Career and College readiness by implementing career exploratory activities in grades K-8, and at the secondary level will refine current pathways to include certification options and increase internships and job shadowing opportunities

2019-20 Actions/Services

2.3 EUSD will advance Career and College readiness by implementing career exploratory activities in grades K-8 and at the secondary level will refine current pathways to include certification options, and increase internships and job shadowing opportunities

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | 1,500 | 1,500 | 1,500 |
| Source | Base | Base | Base |
| Budget Reference | 4000-5999: Supplies and Service supplies and contracted services | 4000-5999: Supplies and Service supplies and contracted services | 4000-5999: Supplies and Service supplies and contracted services |

Action 4

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
Specific Grade Spans: K-8

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2.4 EUSD will provide extended learning opportunities to ensure students meet grade level standards

2018-19 Actions/Services

2.4 EUSD will provide extended learning opportunities to ensure students meet grade level standards

2019-20 Actions/Services

2.4 EUSD will provide extended learning opportunities to ensure students meet grade level standards

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | 5,000 | | |
| Source | Base | Base | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Teacher hourly rate | 1000-1999: Certificated Personnel Salaries Teacher hourly rate | 1000-1999: Certificated Personnel Salaries Teacher hourly rate |
| Amount | 894 | | |
| Source | Base | Base | Base |
| Budget Reference | 3000-3999: Employee Benefits employee benefits | 3000-3999: Employee Benefits employee benefits | 3000-3999: Employee Benefits employee benefits |
| Amount | | 5,900 | 5,900 |
| Source | | Base | Base |
| Budget Reference | | 1000-3000: Salaries & Benefits | 1000-3000: Salaries & Benefits |

Action 5

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

2.5 EUSD will implement MTSS districtwide to meet the academic and behavioral needs of all students

2018-19 Actions/Services

2.5 EUSD will maintain MTSS districtwide to meet the academic and behavioral needs of all students

2019-20 Actions/Services

2.5 EUSD will maintain MTSS districtwide to meet the academic and behavioral needs of all students

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|---|
| Amount | 1,000 | | |
| Source | Base | Base | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries sub costs | 1000-1999: Certificated Personnel Salaries sub costs and salaries | 1000-1999: Certificated Personnel Salaries sub costs and salaries |

| | | | |
|------------------|---|---|---|
| Amount | 179 | | |
| Source | Base | Base | Base |
| Budget Reference | 3000-3999: Employee Benefits employee benefits | 3000-3999: Employee Benefits employee benefits | 3000-3999: Employee Benefits employee benefits |
| Amount | 500 | | |
| Source | Base | Base | Base |
| Budget Reference | 4000-5999: Supplies and Service costs for materials, supplies and service | 4000-5999: Supplies and Service costs for materials, supplies and service | 4000-5999: Supplies and Service costs for materials, supplies and service |
| Amount | | 1,685 | 5,000 |
| Source | | Base | Base |
| Budget Reference | | Total for Items 1-5 | Total for Items 1-5 |

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

Enlist all stakeholders to create learning environments that are effective and engaging

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Students Need:

Parent Involvement: Priority 3

- Parents involved in a variety school events. Data source: Stakeholder input
- Home/School Communication. Data source: Stakeholder input
- High levels of engagement. Data source: CA Dashboard
- Students who feel safe and connected to their school. Data source: Stakeholder input, student survey results, California Healthy Kids Survey results

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Parent Involvement: Priority 3 | Parent Involvement: Priority 3 | Parent Involvement: Priority 3 | Parent Involvement: Priority 3 | Parent Involvement: Priority 3 |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|---|---|
| <p>3A: Parent input</p> <p>3B: Parent participation for unduplicated students</p> <p>3C: Parent participation for exceptional needs students</p> | <p>3A: 2016-17 - 153 parents participated in parent survey - verified by survey results</p> <p>3B: 2016-17 - Over 200 parent engagement activities were held - verified by school calendars</p> <p>3C: 2016-17 - Students with exceptional needs are supported through the IEP process, and parents are provided current information on Community Advisory Committee (CAC) - verified by Aeries, SEIS, IEP notes and CAC</p> | <p>3A: Parent participation in parent surveys will increase by 5% - verified by survey results</p> <p>3B: The level of parent participation opportunities (200+) will remain the same - verified by school calendars</p> <p>3C: Students with exceptional needs will be supported through the IEP process, and parents will be provided current information on Community Advisory Committee (CAC) - verified by Aeries, SEIS, IEP notes and CAC</p> | <p>3A: Parent participation in parent surveys will increase by 5% - verified by survey results</p> <p>3B: The level of parent participation opportunities (200+) will remain the same - verified by school calendars</p> <p>3C: Students with exceptional needs will be supported through the IEP process, and parents will be provided current information on Community Advisory Committee (CAC) - verified by Aeries, SEIS, IEP notes and CAC</p> | <p>3A: Parent participation in parent surveys will increase by 5% - verified by survey results</p> <p>3B: The level of parent participation opportunities (200+) will remain the same - verified by school calendars</p> <p>3C: Students with exceptional needs will be supported through the IEP process, and parents will be provided current information on Community Advisory Committee (CAC) - verified by Aeries, SEIS, IEP notes and CAC</p> |
| <p>Pupil Engagement: Priority 5</p> <p>5A: Student Attendance rates</p> <p>5B: Chronic Absentee rates</p> <p>5C: Middle school drop out rates</p> <p>5D: High school drop out rates</p> | <p>Pupil Engagement: Priority 5</p> <p>5A: 2015-16 the district maintained a 96.28% attendance rate - verified by Aeries</p> <p>5B: 2015-16 chronic absentee rates were 7.1% - verified by Aeries</p> <p>5C: 2015-16 there were no middle schools</p> | <p>Pupil Engagement: Priority 5</p> <p>5A: Student attendance rates will remain above 96% - verified by Aeries</p> <p>5B: Student chronic absentee rates will decrease - verified by Aeries</p> <p>5C: Middle school dropout rates will remain</p> | <p>Pupil Engagement: Priority 5</p> <p>5A: Student attendance rates will remain above 96% - verified by Aeries</p> <p>5B: Student chronic absentee rates will decrease - verified by Aeries</p> <p>5C: Middle school dropout rates will remain</p> | <p>Pupil Engagement: Priority 5</p> <p>5A: Student attendance rates will remain above 96% - verified by Aeries</p> <p>5B: Student chronic absentee rates will decrease - verified by Aeries</p> <p>5C: Middle school dropout rates will remain</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|--|---|--|
| 5E: High school graduation rates | <p>dropouts - verified by CALPADS</p> <p>5D: 2015-16 High School cohort dropout rate was 3.9% - verified by DataQuest</p> <p>5E: 2015-16 high school graduation rate was 93.4% - verified by DataQuest</p> | <p>at 0% - verified by CALPADS</p> <p>5D: High school dropout rates will remain below 4% - verified by DataQuest</p> <p>5E: High School graduation rates will exceed 94% - verified by DataQuest</p> | <p>at 0% - verified by CALPADS</p> <p>5D: High school dropout rates will remain below 4% - verified by DataQuest</p> <p>5E: High School graduation rates will exceed 94% - verified by DataQuest</p> | <p>at 0% - verified by CALPADS</p> <p>5D: High school dropout rates will remain below 4% - verified by DataQuest</p> <p>5E: High School graduation rates will exceed 94% - verified by DataQuest</p> |
| <p>School Climate: Priority 6</p> <p>6A: Student suspension rates</p> <p>Student Expulsion rates</p> <p>Truancy rates, CHKS results, Local student/parent surveys</p> | <p>School Climate: Priority 6</p> <p>6A:</p> <p>2014-15 (the most current year available) student suspension rates was 4.3% - verified by DataQuest</p> <p>2014-15 (the most current year available) student expulsion rates was 4.3% - verified by DataQuest</p> <p>2014-15 (the most current year available) district truancy rates were 7.45 - verified by DataQuest</p> | <p>School Climate: Priority 6</p> <p>6A:</p> <p>Student suspension rates will drop below 4% - verified by DataQuest</p> <p>Student expulsion rates will remain below .2% - verified by DataQuest</p> <p>Student truancy rates will drop below 7% - verified by DataQuest</p> <p>Student connectedness rates as measured by CHKS will maintain or increase by 5% - verified by the CHKS</p> | <p>School Climate: Priority 6</p> <p>6A:</p> <p>Student suspension rates will drop below 4% - verified by DataQuest</p> <p>Student expulsion rates will remain below .2% - verified by DataQuest</p> <p>Student truancy rates will drop below 7% - verified by DataQuest</p> <p>CHKS is administered every other and will not be administered in 2018 -19</p> <p>Student connectedness rates as measured by</p> | <p>School Climate: Priority 6</p> <p>6A:</p> <p>Student suspension rates will drop below 4% - verified by DataQuest</p> <p>Student expulsion rates will remain below .2% - verified by DataQuest</p> <p>Student truancy rates will drop below 7% - verified by DataQuest</p> <p>Student connectedness rates as measured by CHKS will maintain or increase by 5% - verified by the CHKS</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|---|--|---|
| | <p>2015-16 CHKS survey indicated students "felt very safe or safe at school" at the following rates by grade 88% grade 5, 74% in grade 7 and 65% & 64% in grades 9 & 11, respectively - verified by the CHKS</p> <p>2016-17 83% (135) of parent respondents (n=155) felt their child was safe and connected to their school - verified by parent survey</p> | Student connectedness rates as measured by local student/parent surveys will maintain or increase by 5% - verified by parent survey | local student/parent surveys will maintain or increase by 5% - verified by parent survey | Student connectedness rates as measured by local student/parent surveys will maintain or increase by 5% - verified by parent survey |

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

3.1 EUSD will continue to provide meaningful outreach to all stakeholders using a range of communication strategies, including web presence, social media, messaging and school based presentations and activities

2018-19 Actions/Services

3.1 EUSD will continue to provide meaningful outreach to all stakeholders using a range of communication strategies, including web presence, social media, messaging and school based presentations and activities

2019-20 Actions/Services

3.1 EUSD will continue to provide meaningful outreach to all stakeholders using a range of communication strategies, including web presence, social media, messaging and school based presentations and activities

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | 5,000 | 5,000 | 3,000 |
| Source | Base | Base | Base |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Associated outreach costs | 5000-5999: Services And Other Operating Expenditures Associated outreach costs | 5000-5999: Services And Other Operating Expenditures Associated outreach costs |

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

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

3.2 EUSD will enlist all stakeholders to create positive, effective and engaging learning environments and each site will implement an attendance incentive program to improve overall district attendance rates.

2018-19 Actions/Services

3.2 EUSD will enlist all stakeholders to create positive, effective and engaging learning environments and each site will implement an attendance incentive program to improve overall district attendance rates.

2019-20 Actions/Services

3.2 EUSD will enlist all stakeholders to create positive, effective and engaging learning environments and each site will implement an attendance incentive program to improve overall district attendance rates.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | 1,000 | 1,000 | 1,000 |
| Source | Lottery | Lottery | Lottery |
| Budget Reference | 4000-5999: Supplies and Service Maintenance costs | 4000-5999: Supplies and Service Maintenance costs | 4000-5999: Supplies and Service Maintenance costs |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$193,725

Percentage to Increase or Improve Services

7.3%

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).

For the 2019-20 school year Escalon USD will receive supplemental funds based on our district's unduplicated counts of low income, English Learner and foster youth. The current 2019-20 LCAP allocates funds at district-wide levels to provide increased services to our unduplicated students. As the district is below the 55% threshold of unduplicated students (35.40%), this narrative will also address how the use of these funds best meets the needs of the students in conjunction with the district's goals.

Goal #1 - Provide the necessary resources and staffing to make all students Career and College Ready; State Priorities 1, 2, & 7

1.5 Maintain current levels of staffing and contracted services to support student learning such as intervention teachers, instructional aides etc. - supplemental -

In the 2019-20 LCAP year EUSD has allocated \$155,000 in supplemental funding to support personnel costs. These personnel expenditures are principally directed to provide Tier 1 (quality core instruction) and Tier 2 (supplemental intervention) services for our unduplicated students, who typically have the greatest needs. Regardless, this doesn't preclude any student with similar needs from accessing the services provided by these staff. Supplemental funds have been allocated to maintain teachers who provide direct services to the district's neediest students, to maintain small class sizes or increase student course access to a broader course of study. Additionally, these funds are allocated to provide skilled para-professionals and/or bilingual aides to all sites to provide direct services to the district's neediest students. Research strongly supports the effect of targeted, direct services as a means to increase student achievement (Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovalski, J. F., Prasse, D., et al. (2005). Response to intervention policy considerations and implementation. Reston, VA: National Association of State Directors of Special Education.) Alternatives considered included creating separate classrooms for placement of these struggling students, but it was determined that a

more systematic approach focusing on Tier 1 interventions with support services "pushed into the classroom and providing "pull out" services for only the most neediest of students was the most effective strategy for ensuring that all students in the general ed. setting receive high quality instruction.

1.8 Provide CCSS appropriate curriculum, materials and supplies to unduplicated students -

In the 2019-20 LCAP year \$38,719 of supplemental funds were allocated for curriculum, materials and supplies. These supplemental funds will be principally directed to curriculum, materials and supplies to support the district's underperforming students. Specifically, these funds will be used to purchase and maintain items like textbooks, current reading intervention programs (e.g. Read Naturally, Read 180, Sonday) math intervention programs (e.g Math 180, ST Math), character development materials, and additional library books. Additionally, these resources will go to support staff and student technology, outside of district staff trainings focusing on the CCSS, classroom materials and licenses for software and web-based applications (e.g. Chromebook licenses). Research strongly supports the availability of adequate instructional materials and their impact on student achievement (Oakes, Jeannie, and Marisa Saunders. "Access to textbooks, instructional materials, equipment, and technology: Inadequacy and inequality in California's public schools." UCLA's Institute for Democracy, Education, & Access (2002)). In this regard, the district strives to "supplement" existing funding sources to ensure that unduplicated students specifically, and all students in general, are provided the most resource rich instructional environments feasible. Again, these funds are used to provide support for the district's underachieving students regardless of their classification. In the selection of these supplemental materials and supplies, the district examined a wide range of alternatives and selected only those resources that were high leverage, research based and reflected a high cost/benefit ratio and were therefore identified as providing the most effective means in addressing this need.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$190,660

6.99%

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).

For the 2018-19 school year Escalon Charter Academy will receive supplemental funds based on our unduplicated counts of low income, English Learner and foster youth. The current 2017-18 LCAP allocates funds at district-wide levels to provide increased services to our unduplicated students. As the district is below the 55% threshold of unduplicated students (33%), this narrative will also address how the use of these funds best meets the needs of the students in conjunction with the district's goals.

Goal #1 - Provide the necessary resources and staffing to make all students Career and College Ready; State Priorities 1, 2, & 7

1.5 Maintain current levels of staffing and contracted services to support student learning such as intervention teachers, instructional aides etc. - supplemental - In the 2018-19 LCAP year EUSD has allocated \$84,000 in supplemental funding to support personnel costs. These personnel expenditures are principally directed to provide Tier 1 (quality core instruction) and Tier 2 (supplemental intervention) services for our unduplicated students, who typically have the greatest needs. Regardless, this doesn't preclude any student with similar needs from accessing the services provided by these staff. Supplemental funds have been allocated to maintain teachers who provide direct services to the district's neediest students, to maintain small class sizes or increase student course access to a broader course of study. Additionally, these funds are allocated to provide skilled para-professionals and/or bilingual aides to all sites to provide direct services to the district's neediest students. Research strongly supports the effect of targeted, direct services as a means to increase student achievement (Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovaleski, J. F., Prasse, D., et al. (2005). Response to intervention policy considerations and implementation. Reston, VA: National Association of State Directors of Special Education.) Alternatives considered included creating separate classrooms for placement of these struggling students, but it was determined that a more systematic approach focusing on Tier 1 interventions with support services "pushed into the classroom and providing "pull out" services for only the most neediest of students was the most effective strategy for ensuring that all students in the general ed. setting receive high quality instruction.

1.8 Provide CCSS appropriate curriculum, materials and supplies to unduplicated students - In the 2018-19 LCAP year \$10,000 of supplemental funds were allocated for curriculum, materials and supplies. The funds will be principally directed to curriculum, materials and supplies to support the charter's underperforming students. Specifically, these funds will be used to purchase and maintain items like current reading intervention programs (e.g. Read Naturally, Read 180) math intervention programs (e.g Math 180, ST Math), character development materials, additional library books, staff and student technology, outside of district staff trainings focusing on the CCSS, licenses for software and web-based applications (e.g. Chromebook licenses, Odysseyware) and classroom materials these resources. Research strongly supports the availability of adequate instructional materials and their impact on student achievement (Oakes, Jeannie, and Marisa Saunders. "Access to textbooks, instructional materials, equipment, and technology: Inadequacy and inequality in California's public schools." UCLA's Institute for Democracy, Education, & Access (2002)). In this regard, the district strives to "supplement" existing funding sources to ensure that unduplicated students specifically, and all students in general, are provided the most resource rich instructional environments feasible. Again, these funds are used to provide support for

the district's underachieving students regardless of their classification. In the selection of these supplemental materials and supplies, the district examined a wide range of alternatives and selected only those resources that were high leverage, research based and reflected a high cost/benefit ratio and were therefore identified of providing the most effective means in addressing this need.

LCAP Year: **2017-18**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|--|--|
| \$1,857,188 | 9.42% |

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).

For the 2017-18 school year Escalon Charter Academy will receive supplemental funds based on our unduplicated counts of low income, English Learner and foster youth. The current 2017-18 LCAP allocates funds at district-wide levels to provide increased services to our unduplicated students. As the district is below the 55% threshold of unduplicated students (33%), this narrative will also address how the use of these funds best meets the needs of the students in conjunction with the district's goals.

Goal #1 - Provide the necessary resources and staffing to make all students Career and College Ready; State Priorities 1, 2, & 7

1.5 Maintain current levels of staffing and contracted services to support student learning such as intervention teachers, instructional aides etc. - supplemental - In the 2017-18 LCAP year EUSD has allocated 73,650 in supplemental funding to support preexisting personnel costs. These personnel expenditures are principally directed to provide Tier 1 (quality core instruction) and Tier 2 (supplemental intervention) services for our unduplicated students, who typically have the greatest needs. Regardless, this doesn't preclude any student with similar needs from accessing the services provided by these staff. Supplemental funds have been allocated to maintain teachers who provide direct services to the district's neediest students, to maintain small class sizes or increase student course access to a broader course of study. Additionally, these funds are allocated to provide skilled para-professionals and/or

bilingual aides to all sites to provide direct services to the district's neediest students. Research strongly supports the effect of targeted, direct services as a means to increase student achievement (Batsche, G., Elliott, J., Graden, J. L., Grimes, J., Kovalski, J. F., Prasse, D., et al. (2005). Response to intervention policy considerations and implementation. Reston, VA: National Association of State Directors of Special Education.) Alternatives considered included creating separate classrooms for placement of these struggling students, but it was determined that a more systematic approach focusing on Tier 1 interventions with support services "pushed into the classroom and providing "pull out" services for only the most neediest of students was the most effective strategy for ensuring that all students in the general ed. setting receive high quality instruction.

1.8 Provide CCSS appropriate curriculum, materials and supplies to unduplicated students - In the 2017-18 LCAP year \$7,000 of supplemental funds were allocated for curriculum, materials and supplies. The funds will be principally directed to curriculum, materials and supplies to support the charter's underperforming students. Specifically, these funds will be used to purchase and maintain items like current reading intervention programs (e.g. Read Naturally, Read 180) math intervention programs (e.g Math 180, ST Math), character development materials, additional library books, staff and student technology, outside of district staff trainings focusing on the CCSS, licenses for software and web-based applications (e.g. Chromebook licenses, Odysseyware) and classroom materials these resources. Research strongly supports the availability of adequate instructional materials and their impact on student achievement (Oakes, Jeannie, and Marisa Saunders. "Access to textbooks, instructional materials, equipment, and technology: Inadequacy and inequality in California's public schools." UCLA's Institute for Democracy, Education, & Access (2002)). In this regard, the district strives to "supplement" existing funding sources to ensure that unduplicated students specifically, and all students in general, are provided the most resource rich instructional environments feasible. Again, these funds are used to provide support for the district's underachieving students regardless of their classification. In the selection of these supplemental materials and supplies, the district examined a wide range of alternatives and selected only those resources that were high leverage, research based and reflected a high cost/benefit ratio and were therefore identified of providing the most effective means in addressing this need.

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.

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. S 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?

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