

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Esparto Unified School District Contact (Name, Title, Email, Phone Number): Aida Buelna, Superintendent, abuelna@espartok12.org, 530-787-3406

LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>The Esparto Unified School District began preparations for the Local Control Accountability Plan (LCAP) in October 2013. Administration developed a plan for meaningful stakeholder participation and engagement by identifying community/school organizations and committees to involve in the LCAP process. Those groups included parent groups at Esparto K-8 and Esparto High School (ELAC, DELAC, and SSC), faculty and classified staff at Esparto K-8 and Esparto High School, bargaining groups representing classified and certificated employees, at-large community members, Students at Esparto High School and site and district administration</p> <p>The district developed a strategy for the LCAP based on a series of actions that followed one another to ensure stakeholder involvement throughout. It began by engaging stakeholders in the development of the LCAP. Followed by engaging stakeholders in the review and modification of the LCAP and ensuring that stakeholders had multiple opportunities to provide feedback on the district's needs, the initial LCAP Draft, and subsequent versions of the LCAP.</p> <p>Some of the critical steps taken by the district throughout LCAP process included: student achievement data analysis, current practices analysis, needs analysis, alignment of District/Site Plans, goal development, action/service determination, evaluation strategies</p>	

Involvement Process	Impact on LCAP
<p>and determination of metrics and budget development.</p> <p>(A) Development of LCAP Committee</p>	<p>(A) Established a team of invested stakeholders who represented parents, certificated staff, classified staff, community members, and administration.</p>
<p>(B) October 2013 LCAP Committee Meeting</p>	<p>(B) Created awareness among committee members as to the LCFF and LCAP.</p>
<p>(C) November 2013 LCAP Committee Meeting</p>	<p>(C) LCAP Committee members evaluated achievement data resulting in discussion regarding current levels of achievement, areas for growth, and areas of strength.</p>
<p>(D) November 2013 WASC EHS Parent Meeting</p>	<p>(D) A committee of Esparto High School parents reviewed and discussed documents presented at the October and November LCAP Committee meetings. This resulted in increased parent awareness and a broadening of the community's awareness of the LCAP.</p>
<p>(E) December 2013 LCAP Committee Meeting</p> <p>(F) December 2013 WASC EHS Parent Meeting</p> <p>(G) December 2013 WASC EHS Student Meeting</p>	<p>(E) LCAP Committee identified the district's current strategies to address the 8 State Priority Areas.</p> <p>(F) WASC EHS Parent Committee identified the district's current strategies to address the 8 State Priority Areas.</p> <p>(G) A group of twelve EHS students reviewed and discussed the LCAP, LCFF, high school student data, and high school strategies to support achievement.</p>
<p>(H) January 2013 LCAP Committee Meeting</p> <p>(I) January 2013 WASC EHS Parent Meeting</p> <p>(J) January 2013 WASC EHS Student Meeting</p>	<p>(H) Committee members reviewed and discussed the LCAP template and established strategies to further engage the community.</p> <p>(I) WASC EHS parents reviewed and discussed the LCAP template and established strategies to further engage the community.</p> <p>(J) Students reviewed LCAP template and developed a student survey instrument.</p>
<p>(K) February 2013 LCAP Committee Meeting</p> <p>(L) February 2013 WASC EHS Parent Meeting</p>	<p>(K) Committee members developed the parent and community surveys which would later be used to identify critical areas of need within the district.</p> <p>(L) EHS Parents reviewed the parent and community surveys. Parents also discussed</p>

Involvement Process	Impact on LCAP
<p>(M) February 2013 WASC EHS Student Meeting</p> <p>On February 19 our DELAC met and took the parent survey in our North Campus Computer lab.</p>	<p>potential areas for growth at EHS.</p> <p>(M) Students developed areas for growth and areas of strength aligned to the 8 state priority areas.</p>
<p>(N) March 2013 LCAP Committee Meeting</p> <p>Esparto K-8 Survey Responses Noted: Things the school does well include: Strong teachers; clear expectations of students; effective communication.</p> <p>Things the school should improve: Bullying is an issue; ineffective responses to bullying; low morale among teachers; improve communication with community regarding ABI portal and district website, improve discipline in grades 6-8.</p> <p>Things the school should begin doing: Increase extra-curricular programs; Improve written communication; increase monitoring of bullying; increased tutoring.</p> <p>Esparto High School Parent Survey Responses Noted: Things the high school does well include: AP courses; Future Farmers of America; Ag programs; athletics recognition; Drama and Arts program;</p> <p>Things the high school should improve: Improved school website; repair campus and athletic fields; improve science programming; parental involvement; more school clubs.</p> <p>Things the high school should begin doing: Increase academic intervention for struggling students; increase extra-curricular programs; support athletics transportation; Improve communication with parents.</p> <p>(O) March 2013 WASC EHS Parent Meeting</p>	<p>(N) Committee members evaluated survey responses, discussed district priorities, reviewed achievement data, and discussed establishment of an LCAP Proposal Team.</p> <p>(O) WASC EHS Parents evaluated survey responses, discussed district priorities, reviewed achievement data, and discussed establishment of an LCAP Proposal Team.</p>
<p>(P) March 2013 WASC EHS student meeting</p> <p>(Q) April LCAP Proposal Team Meeting</p>	<p>(P) Students reviewed survey responses and discussed EHS's strategies to support student achievement.</p> <p>(Q) Team members convened for eight hours to develop the draft LCAP proposal.</p>

Involvement Process	Impact on LCAP
<p>(R) April LCAP Community Meetings (6:30pm)</p> <p>(S) April LCAP Committee Meeting</p>	<p>(R) Provided opportunity for community members to attend community meetings in Either Esparto or Guinda. These meetings made LCAP Committee recommendations available for discussion and review at a time that facilitates open access for many community members working during the day.</p> <p>(S) Committee members reviewed and discussed LCAP Proposal Team recommendation. Budget considerations were reviewed and discussed.</p>
<p>(T) On May 19 DELAC parents asked about getting the LCAP translated for parent accessibility. At this meeting, Ruth Ramirez our DELAC Vice President asked this question.</p>	<p>(T) Superintendent completed formal response to</p>
<p>(U) May LCAP Community forums: Two LCAP Community meetings were held on May 27th and May 29th in Esparto and Guinda respectively.</p>	<p>(U) Community members reported concerns regarding the following areas in the LCAP: (1) increased classroom technology (2) Implementation of Advanced Placement training (3) Increased college/career support services (4) the need to address GATE students at the elementary school (5) the need to create honors courses at the middle school (6) establishment of strategies to recruit and retain local employees (7) Increase elective offerings at the middle school.</p>

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil 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 the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need:</p> <ol style="list-style-type: none"> Appropriate learning facilities Qualified staff Access to Common Core Standards materials and instruction Full access to a broad course of study. <p>Metrics:</p> <ol style="list-style-type: none"> Facilities department quarterly audits of all school facilities. Compliance with Commission on Teacher Credentialing audit. Annual reports will indicate extent to which teachers are Highly Qualified to teach in their subject areas. 	<p>Establish Conditions of Learning to maintain facilities, retain staff, implement standards, and offer broad course access.</p>	<p>All Subgroups</p> <ul style="list-style-type: none"> English Learners Students with special needs Economically Disadvantaged students Hispanic White Foster youth 	<p>All Schools:</p> <ul style="list-style-type: none"> Espart o K-8 Espart o High School Madison High School 	<ol style="list-style-type: none"> Quarterly Annually Annually Annually Annually Annually Annually Annually 	<ol style="list-style-type: none"> Make improvements to facilities as they are identified. Maintain compliance with No Child Left Behind (NCLB) for all teachers K-12. Necessary instructional materials associated with Common Core State Standards will be purchased. The district will implement a three step approach to acquiring instructional materials over the course of this plan. The K-8 	<ol style="list-style-type: none"> Make improvements to facilities as they are identified. Maintain compliance with No Child Left Behind (NCLB) for all teachers K-12. Necessary instructional materials associated with Common Core State Standards and Next Generation Science Standards will be purchased. The high school campus will evaluate English and Science instructional materials for 	<ol style="list-style-type: none"> Make improvements to facilities as they are identified. Maintain compliance with No Child Left Behind (NCLB) for all teachers K-12. Necessary instructional materials associated with Common Core State Standards and Next Generation Science Standards will be purchased. Primary, middle, and secondary staff will evaluate History & Science instructional materials for potential instructional materials 	<p>Basic Services</p> <p>Implementation of Common Core State Standards</p> <p>Course access</p>

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Esparto K-8 NCLB Core Course Compliance (CALPADS 2013): 43 course sections 43 NCLB Compliant Sections 100% NCLB Compliance</p> <p>Esparto High School NCLB Core Course Compliance (CALPADS 2013): 53 course sections 53 NCLB Compliant Sections 100% NCLB Compliance</p> <p>Madison Continuation High School NCLB Core Course Compliance (CALPADS 2013): 8 course sections 8 NCLB Compliant Sections 100% NCLB Compliance</p>	<p>Establish Conditions of Learning to maintain facilities, retain staff, implement standards, and offer broad course access.</p>			<p>2. Quarterly</p> <p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>campus will engage in research and piloting of a variety of Common-Core Aligned instructional materials. Elementary school faculty will continue to use the adopted Saxon Math curriculum and work to align materials with the Common Core State Standards. The high school campus will evaluate math instructional materials for a move to an Integrated Math sequence aligned with the Common Core State Standards.</p>	<p>potential instructional materials purchases.</p> <p>4. District-wide staff development focusing on the Common Core State Standards will be provided. Staff development will take place during pre-service days as well as during the school year.</p> <p>5. Continued student access to computer technology at the high school level. Funds will be directed towards maintaining classroom technology (document cameras, interactive whiteboards, and overhead projectors).</p> <p>5. Continued student access to computer technology at the high school level. Funds will be</p>	<p>4. District-wide staff development focusing on the Common Core State Standards will be provided. Staff development will take place during pre-service days as well as during the school year.</p> <p>5. Continued student access to computer technology at the high school level. Funds will be directed towards maintaining classroom technology (document cameras, interactive whiteboards, and overhead projectors).</p> <p>6. Increased</p>	

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<p>3. Availability of standards-aligned textbooks; District audit of textbook sufficiency & Williams Act review/reporting.</p> <p>4. Annual reports identifying percentage of A-G completion, annual reports identifying percentage of CTE capstone course completion, and annual reports identifying percentage ELM/EPT readiness.</p> <p>EUSD 2013 UC/CSU Eligibility: 20%</p> <p>Percentage of class of 2014 students completing CTE capstone course prior to graduation: 39%</p>	<p>Establish Conditions of Learning to maintain facilities, retain staff, implement standards, and offer broad course access.</p>			<p>3. Quarterly</p> <p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>4. District-wide staff development focusing on the Common Core State Standards will be provided during 4 non-student days. Additional staff development will be provided to focus on English Learner acquisition of Common Core State Standards.</p> <p>5. Increased student access to computer technology at the high school level. The Esparto K-8 campus debuted a 30 unit computer lab in 2013-2014. The high school campus currently has a computer</p>	<p>directed towards maintaining classroom technology (document cameras, interactive whiteboards, and overhead projectors).</p> <p>6. Increased percentage of pupils meeting A-G requirements. A-G specific meetings will be held with students in November 2015 and March 2016 to review A-G completion. Individualized plans will be created to track progress made, courses needed, and any potential remediation courses.</p> <p>7. Increased completion of CTE capstone courses. The EUSD will facilitate CTE course enrollment and completion through master schedule analysis. Offering courses that allow students to be enrolled in core</p>		

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				Annually	<p>lab with computers that are 8 years old.</p> <p>6. Increased percentage of pupils meeting A-G requirements. A-G specific meetings will be held with students in November 2014 and March 2015 to review A-G completion. Individualized plans will be created to track progress made, courses needed, and any potential remediation courses.</p> <p>7. Increased completion of CTE capstone courses. The EUSD will facilitate CTE</p>	<p>7. Increased completion of CTE capstone courses. The EUSD will facilitate CTE course enrollment and completion through master schedule analysis. Offering courses that allow students to be enrolled in core and CTE classes will facilitate this goal.</p> <p>8. Increased percentage of pupils meeting UC/CSU eligibility and demonstrating Readiness/Conditional readiness on EAP exams. Continued readiness efforts will be undertaken in English 11, Integrated Math III, and Pre-Calculus. Teachers will develop instructional units/lessons that address key EAP/ELM skills. Students in grades 7-8 will participate in Honors Integrated Math, Honors English, and</p>	<p>and CTE classes will facilitate this goal.</p> <p>8. Increased percentage of pupils meeting UC/CSU eligibility and demonstrating Readiness/Conditional readiness on EAP exams. Continued readiness efforts will be undertaken in English 11, Integrated Math III, and Pre-Calculus. Teachers will develop instructional units/lessons that address key EAP/ELM skills. Students in grades 7-8 will participate in Honors Integrated Math, Honors English, and</p>	

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					<p>course enrollment and completion through master schedule analysis. Offering courses that allow students to be enrolled in core and CTE classes will facilitate this goal.</p> <p>8. Increased percentage of pupils meeting UC/CSU eligibility and demonstrating Readiness/Conditional readiness on EAP exams. Readiness efforts will be undertaken in English 11, Integrated Math III, and Pre-Calculus. Teachers will develop instructional</p>	<p>undertaken in English 11, Integrated Math III, and Pre-Calculus. Teachers will develop instructional units/lessons that address key EAP/ELM skills. Students in grades 7-8 will participate in Honors Integrated Math and Honors English to prepare for future enrollment in Advanced Placement high school math and English courses.</p> <p>9. Staff development to support teacher professional growth at the high school level, focusing on Career-Technical Education and Advanced Placement.</p> <p>9. Staff development to support teacher professional growth at the high school level, English, and history courses.</p> <p>10. Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees.</p> <p>11. Continue to provide a two-</p>	<p>Honors History to prepare for future enrollment in Advanced Placement high school math, English, and history courses.</p> <p>9. Staff development to support teacher professional growth at the high school level, focusing on Career-Technical Education and Advanced Placement.</p> <p>10. Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees.</p> <p>11. Continue to provide a two-</p>	

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					<p>units/lessons that address key EAP/ELM skills.</p> <p>9. Staff development to support teacher professional growth at the high school level, focusing on Career-Technical Education and Advanced Placement.</p> <p>10. Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees.</p> <p>11. Continue to provide a two-year induction and training program for new</p>	<p>focusing on Career-Technical Education and Advanced Placement.</p> <p>10. Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees.</p> <p>11. Continue to provide a two-year induction and training program for new teachers through Beginning Teacher Support and Assessment (BTSA).</p>	<p>year induction and training program for new teachers through Beginning Teacher Support and Assessment (BTSA).</p>	

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					teachers through Beginning Teacher Support and Assessment (BTSA).			
<p>Need: 1. Increased pupil proficiency in math and English.</p> <p>EUSD CST ELA Proficiency in 2013: 45% Math Proficiency in 2013: 43%</p> <p>E K-8 CST ELA Proficiency in 2013: 44% CST Math Proficiency in 2013: 52%</p> <p>EHS CST ELA Proficiency in 2013: 51% CST Math Proficiency in 2013: 19%</p> <p>California State ELA Proficiency in 2013: 55% California State Math</p>	Raise student achievement across the curriculum.	<ul style="list-style-type: none"> All Subgroups English Learners Students with special needs Economically Disadvantaged students Hispanic White Foster youth 	<p>All Schools:</p> <ul style="list-style-type: none"> Esparto K-8 Esparto High School Madison High School 	<p>1. Annually</p> <p>Annually</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>1. Professional development to support quality instruction aligned with Common Core State Standards resulting in increased pupil proficiency on the Smarter Balanced Assessments.</p> <p>2. Preparation for pupil proficiency in English and math on district-created benchmark exams aligned to Smarter balanced exams.</p> <p>3. Increased</p>	<p>1. Continued Professional development to support quality instruction aligned with Common Core State Standards resulting in increased pupil proficiency on the Smarter Balanced Assessments.</p> <p>2. An increase in pupil proficiency in English and math on district-created benchmark exams aligned to Smarter Balanced exams.</p> <p>3. Continued student access at Esparto K-8 and</p>	<p>1. Continued Professional development to support quality instruction aligned with Common Core State Standards resulting in increased pupil proficiency on the Smarter Balanced Assessments.</p> <p>2. Continued increase in pupil proficiency in English and math on district-created benchmark exams aligned to Smarter Balanced exams.</p> <p>3. Continued student access at Esparto K-8 and</p>	<p>Student Achievement</p> <p>Other Pupil Outcomes</p> <p>School Climate</p> <p>Course Access</p>

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<p>Proficiency in 2013: 50%</p> <p>2. Increased pupil proficiency in history, science, and elective subject areas.</p> <p>EUSD CST Science Proficiency in 2013: 55% CST History Proficiency in 2013: 41%</p> <p>E K-8 CST Science Proficiency in 2013: 53% CST History Proficiency in 2013: 45%</p> <p>EHS CST Science Proficiency 2013: 69% CST History Proficiency in 2013: 44%</p> <p>CA State Science</p>	Raise student achievement across the curriculum.			<p>On-going</p> <p>Annually</p> <p>Annually</p> <p>On-going</p> <p>Annually</p> <p>2. Annually</p> <p>Annually</p> <p>On-going</p>	<p>student access at Esparto K-8 and Esparto High School to extended day instruction focusing on reading, writing, and math. To date, extended-day instructional programs have fluctuated in attendance, content, and rigor depending on the staff member volunteering to provide the support.</p> <p>4. Increased student access to inquiry-based lessons and laboratories in science and history. Professional development offered to teachers will</p>	<p>3. Continued student access at Esparto K-8 and Esparto High School to extended day instruction focusing on reading, writing, and math. Extended day programs will target low-performing students beginning in 2nd grade through 11th grade.</p> <p>4. Increased student access to inquiry-based lessons and laboratories in science and history. Professional development offered to teachers will focus on connecting core content with</p>	<p>Esparto High School to extended day instruction focusing on reading, writing, and math. Extended day programs will target low-performing students beginning in 2nd grade through 11th grade.</p> <p>4. Increased student access to inquiry-based lessons and laboratories in science and history. Professional development offered to teachers will focus on connecting core content with CCSS skills. Instructional units will involve writing</p>	

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<p>Proficiency in 2013: 59%</p> <p>CA State History Proficiency in 2013: 49%</p> <p>3. Increased pupil access to college admission.</p> <p>Percentage of EHS Students meeting UC/CSU entrance requirements: 20%</p> <p>Percentage of EUSD students meeting EAP Readiness or Conditional Readiness in English: 28%</p> <p>Percentage of EUSD students meeting EAP Readiness or Conditional Readiness in English: 63%</p>	Raise student achievement across the curriculum.			<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>Annually</p> <p>Annually</p> <p>On-going</p> <p>Annually</p> <p>3. Annually</p> <p>Annually</p>	<p>focus on connecting core content with CCSS skills. Instructional units will involve writing for informational purposes, analysis of real-life documents, and the scientific process.</p> <p>5. Increased student access to physical education materials, supplies, and lessons at the K-5 level. Instruction currently offered at the K-5 level is not currently supported with PE materials.</p> <p>6. Increased student participation in</p>	<p>CCSS skills. Instructional units will involve writing for informational purposes, analysis of real-life documents, and the scientific process.</p> <p>5. Continued student access to physical education materials, supplies, and lessons at the K-5 level. Instruction will continue to improve through materials acquisition.</p> <p>6. Increased student participation in music at the K-8 level in the VITA program.</p> <p>6. Increased student participation in music at the K-8 level in the VITA program.</p>	<p>for informational purposes, analysis of real-life documents, and the scientific process.</p> <p>5. Continued student access to physical education materials, supplies, and lessons at the K-5 level. Instruction will continue to improve through materials acquisition.</p> <p>6. Increased student participation in music at the K-8 level in the VITA program.</p> <p>7. Continued student access to college visitations and college nights. The EUSD does not currently</p>	

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<p>4. Increased pupil involvement in career-technical education readiness.</p> <p>Percentage of class of 2014 students completing CTE capstone course prior to graduation: 39%</p> <p>5. Increased student achievement among underperforming student groups to close the achievement gap.</p> <p>EUSD EL Proficiency on CSTs ELA: 8.5% (Gr.2-11) Math: 22% (Gr. 2-11)</p> <p>EUSD EL Passing CAHSEE: English: 62% Math:58%</p> <p>EUSD Low-Socio Economic subgroup Proficiency on CSTs</p>	Raise student achievement across the curriculum.			<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>Annually</p> <p>Annually</p> <p>On-going</p>	<p>music at the K-8 level in the VITA program.</p> <p>7. Increased student access to college visitations and college nights.The EUSD currently offers a Career fair in November for students in grades 9-12. Students are informed of local college events, but no services are offered to help students register or attend the events. Students seeking to visit college campuses must do so of their own accord, as we do not currently arrange for college visitations.</p>	<p>7. Increased student access to college visitations and college nights.The EUSD does not currently arrange for college visitations.</p> <p>8. Increased student access to career workshops and career field experiences. Students involved in CTE Stagecraft, CTE Ag Mechanics, CTE Culinary, CTE Floral Design do not regularly have field experiences to observe and learn about the work taking place in their area of interest.</p> <p>9. Continued student access to inquiry-based lessons/projects in visual/performing arts and Career-Technical Education</p>	<p>arrange for college visitations.</p> <p>8. Continued student access to career workshops and career field experiences. Students involved in CTE Stagecraft, CTE Ag Mechanics, CTE Culinary, CTE Floral Design do not regularly have field experiences to observe and learn about the work taking place in their area of interest.</p>	

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<p>ELA: 38% (Gr.2-11) Math: 37% (Gr. 2-11)</p> <p>EHS Low-Socio Economic subgroup passing CAHSEE in 2013: English:90% Math: 100%</p> <p>6. Increase student achievement as measured by API & CAASPP.</p> <p>District 2013 Growth API: 753 Esparto K-8 2013 Growth API: 772 Esparto High School 2013 Growth API: 742</p> <p>Madison CHS 2013 API: 448</p> <p>7. Increase student achievement on Advanced Placement exams.</p>	Raise student achievement across the curriculum.			Annually	<p>8. Increased student access to career workshops and career field experiences. Students involved in CTE Stagecraft, CTE Ag Mechanics, CTE Culinary, CTE Floral Design do not regularly have field experiences to observe and learn about the work taking place in their area of interest.</p> <p>9. Increased student access to inquiry-based lessons/projects in visual/performing arts and Career-Technical Education courses.</p>	<p>9. Increased student access to inquiry-based lessons/projects in visual/performing arts and Career-Technical Education courses.</p> <p>10. Increased student enrollment in middle school elective courses. The school will offer music, technology, and foreign language in 2015-2016.</p> <p>11. Increase number of students scoring 3+ on Advanced Placement exams. Esparto High School offered AP Calculus, AP US History, and AP European History for many years. The school offered AP Human Geography and AP English Literature in 2013-2014. Proposed</p>	<p>10. Continued student enrollment in middle school elective courses. The school will offer music, technology, and foreign language in 2015-2016.</p> <p>11. Increased number of students scoring 3+ on Advanced Placement exams. Esparto High School offered AP Calculus, AP US History, and AP European History for many years. The school offered AP Human Geography and AP English Literature in 2013-2014. Proposed</p>	

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<p>Numer of EHS AP Exams with score of 3+ in 2012: 15</p> <p>Numer of EHS AP Exams with score of 3+ in 2011: 17</p> <p>Numer of EHS AP Exams with score of 3+ in 2010: 8</p> <p>Metrics: 1. Percentage of students scoring passing/proficient on CAHSEE, California Standards Tests (10th grade life science), and first generation Smarter Balanced Assessments.</p> <p>2013 CAHSEE Census Pass Rates: EHS English: 83% EHS Math 96%</p> <p>MCHS English: *Small sample size</p>					<p>10. Increased student enrollment in middle school elective courses. The school will offer music and technology in 2014-2015.</p> <p>11. Increase number of students scoring 3+ on Advanced Placement exams. Esparto High School offered AP Calculus, AP US History, and AP European History for many years. The school has begun offering AP Human Geography and AP English Literature in 2013-2014. There are plans to create an AP</p>	<p>History, and AP European History for many years. The school offered AP Human Geography and AP English Literature in 2013-2014. Proposed implementation of AP Spanish Language class in 2015-2016.</p> <p>12. Increase re-classification rate district-wide. Provide professional support, via Coordinator of EL, for classroom teachers to facilitate quality instruction. Also provide extended day support in literacy and writing to targeted English Learners.</p> <p>13. Improve student achievement through district-wide implementation of RtI Strategies. School administration, teachers,</p>	<p>implementation of AP Spanish Language class in 2015-2016.</p> <p>12. Increase re-classification rate district-wide. Provide professional support, via Coordinator of EL, for classroom teachers to facilitate quality instruction. Also provide extended day support in literacy and writing to targeted English Learners.</p> <p>13. Improve student achievement through district-wide implementation of RtI Strategies. School administration, teachers,</p>	

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<p>MCHS Math:55%</p> <p>EUSD English Learners Passing CAHSEE: English: 62% Math:58%</p> <p>2. Pupil achievement on district-created benchmarks in science, history, and physical education.</p> <p>3. Annual reports regarding middle school elective enrollment, annual reports tracking percentages of A-G completion, annual reports tracking percentages of CTE capstone course completion, and annual reports tracking percentages UC/CSU eligibility.</p>					<p>Spanish Language class in 2015-2016. Students in grades 7-8 will participate in Honors Integrated Math to prepare for future enrollment in Advanced Placement high school math courses.</p> <p>12. Increase re-classification rate district-wide. Provide professional support, via Coordinator of EL, for classroom teachers to facilitate quality instruction. Also provide extended day support in literacy and writing to targeted English Learners.</p>	<p>Learners.</p> <p>13. Improve student achievement through district-wide implementation of RtI Strategies. School administration, teachers, counselors, and support staff will develop monthly SST meetings to discuss referrals, monitor student needs, enroll students in extended day programs, establish support structures for students, and determine the needs for potential additional services.</p>	<p>counselors, and support staff will develop monthly SST meetings to discuss referrals, monitor student needs, enroll students in extended day programs, establish support structures for students, and determine the needs for potential additional services.</p>	

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<p>4. English Learner reclassification rates and numbers at school and district level; EL progress in learning English (Objective 1- CELDT); English Learners achieving proficiency (Objective 2- CELDT).</p> <p>5. Special education referrals on an annual basis, SST referrals on an annual basis.</p> <p>6. Percentages of students scoring proficient on new Common-Core Aligned, district-developed benchmark assessments K-12.</p> <p>7. Percentages of</p>					<p>13. Improve student achievement through district-wide implementation of RtI Strategies. School administration, teachers, counselors, and support staff will develop monthly SST meetings to discuss referrals, monitor student needs, enroll students in extended day programs, establish support structures for students, and determine the needs for potential additional services.</p>			

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students with chronic absenteeism; Percentages of students on-track for graduation; Percentages of students dropping out of middle school and high school.								
Need: 1. Increased parent involvement. 2. Improved attendance. 3. Improved graduation rate. 4. Increased community involvement. 5. Decreased student suspensions and expulsions. 6. Improved school-parent communication. Metrics:	Actively engage parents and students to promote school attendance, a positive climate, and involvement in the school community.	All Subgroups <ul style="list-style-type: none"> English Learners Students with special needs Economically Disadvantaged students Hispanic White Foster youth 	All Schools: <ul style="list-style-type: none"> Esparto K-8 Esparto High School Madison High School 	1. Annually Quarterly Quarterly Annually On-going On-going	1. Increased parent participation in Student-Led Conferences. These conferences were held in 2013-2014 at the high school and resulted in approximately 75% parent attendance. Efforts will be made to establish and verify SLC appointment times through letters home, phone calls and parent meetings. Students in	1. Increased parent participation in Student-Led Conferences. Efforts will be made to establish and verify SLC appointment times through letters home, phone calls and parent meetings. Students in grades 6-8 will participate in Student-Led Conferences. 2. Continued	1. Increased parent participation in Student-Led Conferences. Efforts will be made to establish and verify SLC appointment times through letters home, phone calls and parent meetings. Students in grades 6-8 will participate in Student-Led Conferences. 2. Continued increase of the number of	School Climate Parental Involvement Student Engagement

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<p>1. Annual records of parent attendance to School Site Council meetings, English Learners Advisory Council meetings, and Student-Led Conferences.</p> <p>2. Quarterly reports tracking number of cleared parent volunteers at all levels in the EUSD.</p> <p>3. Increased average daily attendance.</p> <p>Esparto K-8 2013-2014 Attendance Rate: 95.88</p> <p>Esparto High School 2013-2014 Attendance Rate: 96.24</p> <p>Madison Continuation High School 2013-2014 Attendance</p>	<p>Actively engage parents and students to promote school attendance, a positive climate, and involvement in the school community.</p>			<p>On-going</p> <p>2. Annually</p> <p>Quarterly</p> <p>Quarterly</p> <p>Annually</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>3. Annually</p> <p>Quarterly</p>	<p>grades 6-8 will resume participation in Student-Led Conferences.</p> <p>2. Increased number of parents cleared to serve as volunteers. Many community members and parents have expressed a desire to volunteer but have not done so due to the costs associated with volunteerism.</p> <p>3. An increase in student attendance rates. Student attendance at the Esparto K-8 and Esparto High School campus</p>	<p>increase of the number of parents cleared to serve as volunteers.</p> <p>3. Continued increase in student attendance rates. Student attendance at the Esparto K-8 and Esparto High School campus has been adequate. There are, however, many students whose attendance needs improvement and few recognitions for positive attendance.</p> <p>4. An increase in student graduation rates. School administration and counseling</p>	<p>parents cleared to serve as volunteers.</p> <p>3. Continued increase in student attendance rates. Student attendance at the Esparto K-8 and Esparto High School campus is good when compared to other schools in the region. There are, however, many students whose attendance needs improvement and few recognitions for positive attendance.</p> <p>4. An increase in student graduation rates. School administration and counseling will hold meetings</p>	

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<p>Rate: 81.08</p> <p>4. Increased graduation rate.</p> <p>EHS 2013 Graduation rate: 94.7%</p> <p>MCHS 2013 Graduation rate: 88.2%</p> <p>5. Increased community involvement in school-affiliated booster organizations. Increased participation measured through attendance to meeting and events.</p> <p>6. School Climate Surveys implemented at all sites. Surveys to be implemented with students, faculty, and parents twice each school year.</p>	<p>Actively engage parents and students to promote school attendance, a positive climate, and involvement in the school community.</p>			<p>Quarterly</p> <p>Annually</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>has been adequate. There are, however, many students whose attendance needs improvement and few recognitions for positive attendance.</p> <p>4. An increase in student graduation rates. School administration and counseling will hold meetings in October 2014 and January 2015 to advise seniors at-risk of not graduating of their credit status, progress toward graduation requirements, and opportunities to remediate.</p> <p>5. Increased</p>	<p>will hold meetings in October 2015 and January 2016 to advise seniors at-risk of not graduating of their credit status, progress toward graduation requirements, and opportunities to remediate.</p> <p>5. Continued counseling services for students K-8. Site staff and administration regularly serve students on a daily basis regarding personal/social issues. The district also operates a "Wellness Team" process that facilitates mentorship through RISE Inc. and counseling through the Yolo</p>	<p>in October 2016 and January 2017 to advise seniors at-risk of not graduating of their credit status, progress toward graduation requirements, and opportunities to remediate.</p> <p>5. Continued counseling services for students K-8. Site staff and administration regularly serve students on a daily basis regarding personal/social issues. The district also operates a "Wellness Team" process that facilitates mentorship through RISE Inc. and counseling through the Yolo</p>	

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<p>7. Increased school-community connectedness among students and staff. Surveys to be implemented with students, faculty, and parents twice each school year.</p> <p>8. Increased "sense of safety" reported by students, staff, and parents. Surveys to be implemented with students, faculty, and parents twice each school year.</p> <p>9. Decreased suspension rates for Esparto K-8, EHS, and Madison Continuation HS.</p> <p>Esparto K-8 2013 Suspension Rate:4.8%</p> <p>Esparto High School 2013 Suspension</p>	<p>Actively engage parents and students to promote school attendance, a positive climate, and involvement in the school community.</p>			<p>counseling services for students K-8. Site staff and administration currently serve students on a daily basis regarding personal/social issues in the course of their work with students. The district also operates a "Wellness Team" process that facilitates mentorship through RISE Inc. and counseling through the Yolo County Office of Education. Additional counseling students at the K-8 level are needed.</p> <p>6. Increased</p>	<p>and counseling through the Yolo County Office of Education. Additional counseling services for students at the K-8 level are needed.</p> <p>6. Continued student access to academic field trips at K-8 level. School field trips at the K-8 level take place through a combination of fundraisers and donations. There is a need to provide grade level teams with funding to defray the cost of transportation.</p> <p>7. Increased support for</p>	<p>County Office of Education. Additional counseling services for students at the K-8 level are needed.</p> <p>6. Continued student access to academic field trips at K-8 level. School field trips at the K-8 level previously took place through a combination of fundraisers and donations. There is a need to provide grade level teams with funding to defray the cost of transportation.</p> <p>7. Increased support for athletics transportation at the middle and high school level.</p>		

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<p>Rate: 6.9%</p> <p>Madison Continuation HS 2013 Suspension Rate: 13.3</p> <p>Yolo County 2013 Suspension Rate: 6.5%</p> <p>Esparto K-8 Expulsion Rate: 0</p> <p>EHS 2013 Expulsion Rate: 0</p> <p>MCHS Expulsion Rate: 0</p>					<p>student access to academic field trips at K-8 level. School field trips at the K-8 level take place through a combination of fundraisers and donations. There is a need to provide grade level teams with funding to defray the cost of transportation.</p> <p>7. Increased support for athletics transportation at the middle and high school level. There is currently no transportation provided for athletic's at the middle school and little transportation is provided for athletics at the</p>	<p>athletics transportation at the middle and high school level. There is currently no transportation provided for athletic's at the middle school and little transportation is provided for athletics at the high school.</p> <p>8. Continued parent trainings focused on supplemental educational services, Common Core State Standards, IEPs, 504s, ELD Standards, and SSTs for K-12 students. District will take effort to encourage attendance of parents of English Learner</p>	<p>There is currently no transportation provided for athletics at the middle school and little transportation is provided for athletics at the high school.</p> <p>8. Continued parent trainings focused on supplemental educational services, Common Core State Standards, IEPs, 504s, ELD Standards, and SSTs for K-12 students. District will take effort to encourage attendance of parents of English Learner students, low socio-economic students, and students with special needs.</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p>high school.</p> <p>8. Increase parent trainings focused on supplemental educational services, Common Core State Standards, IEPs, 504s, ELD Standards, and SSTs for K-12 students. District will take effort to encourage attendance of parents of English Learner students, low socio-economic students, and students with special needs.</p> <p>9. Implementation of student, teacher, and parent surveys to facilitate parent trainings, student</p>	<p>students, low socio-economic students, and students with special needs.</p> <p>9. Continued implementation of student, teacher, and parent surveys to facilitate parent trainings, student programs, and teacher training. Survey responses will also be included in evaluations of LCAP goals, actions, and services.</p> <p>10. Improved school to parent communication. EUSD values parental input when making decisions. Current communication strategies include newsletters, webpage and robo-caller announcements to inform parents</p>	<p>9. Continued implementation of student, teacher, and parent surveys to facilitate parent trainings, student programs, and teacher training. Survey responses will also be included in evaluations of LCAP goals, actions, and services.</p> <p>10. Improved school to parent communication. EUSD values parental input when making decisions. Current communication strategies include newsletters, webpage and robo-caller announcements to inform parents</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p>programs, and teacher training. Survey responses will also be included in evaluations of LCAP goals, actions, and services.</p> <p>10. Improved school to parent communication. EUSD values parental input when making decisions. Current communication strategies include newsletters, webpage and robo-caller announcements to inform parents of advisory group meetings such as ELAC and SSC. Mandated meetings such as the Title I informational meeting and SES provider informational meeting are held.</p>	<p>strategies include newsletters, webpage and robo-caller announcements to inform parents of advisory group meetings such as ELAC and SSC. Mandated meetings such as the Title I informational meeting and SES provider informational meeting are held.</p>	<p>of advisory group meetings such as ELAC and SSC. Mandated meetings such as the Title I informational meeting and SES provider informational meeting are held.</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p>provider informational meeting are held. In addition, EUSD holds SES provider faires. Parents are kept involved through activities such as: Back to School Nights, Fall Festival, Science Fair, Math Nights, athletic's contests, student recognition, and Open House.</p>			

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) 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?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Establish Conditions of Learning to maintain facilities, retain staff, implement standards, and offer broad course access.	Basic Services	Conduct facility reviews 2. Conduct facility reviews 3. Conduct facility reviews	District-wide 2. District-wide 3. District-wide	1. Quarterly 2. Quarterly	District maintenance staff and administration conduct facility reviews. 0000: Unrestricted Base \$15,500 Facilities requiring improvements will be repaired. 0000: Unrestricted Base \$25,000	District maintenance staff and administration conduct facility reviews. 0000: Unrestricted Base \$15,575 Facilities requiring improvements will be repaired. 0000: Unrestricted Base \$25,000	District maintenance staff and administration conduct facility reviews. 2000-2999: Classified Personnel Salaries Base \$16,051 Facilities requiring improvements will be repaired. 0000: Unrestricted Base \$25,000
	Implementation of Common Core State Standards	Conduct teacher credential reviews 2. Conduct teacher credential reviews 3. Conduct teacher credential reviews	District-wide 2. District-wide 3. District-wide	1. Annually 2. Annually	District administration and site administration monitor teacher credentialing through the teacher assignment process. 0000: Unrestricted Base \$112,649	District administration and site administration monitor teacher credentialing through the teacher assignment process. 0000: Unrestricted Base \$114,620	District administration and site administration monitor teacher credentialing through the teacher assignment process. 0000: Unrestricted Base \$116,626
	Course access	Necessary instructional materials associated with Common Core State Standards will be purchased. 2. Necessary instructional materials associated with Common Core State Standards will be purchased. 3. Necessary instructional materials associated with Common Core State Standards will be purchased.	District-wide 2. District-wide 3. District-wide	1. Annually 2. Annually	Begin acquisition of CCSS aligned instructional materials and supplemental materials in math at the K-5 level. 4000-4999: Books And Supplies Base \$5,000 Begin acquisition of CCSS aligned instructional materials and supplemental materials in math at the 6-8. 4000-4999: Books And Supplies Base \$9,000	Begin acquisition of CCSS aligned instructional materials and supplemental materials in English at the K-5 level. 4000-4999: Books And Supplies Base \$15,000 Begin acquisition of CCSS aligned instructional materials and supplemental materials in English at the 6-8 level. 4000-4999: Books And Supplies Base \$20,000	Begin acquisition of CCSS aligned instructional materials and supplemental materials in math at the K-5 level. 4000-4999: Books And Supplies Base \$20,000 Begin acquisition of CCSS aligned instructional materials and supplemental materials in math at the 6-8. 4000-4999: Books And Supplies Base \$25,000
Establish Conditions							

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Increased percentage of pupils meeting A-G requirements.</p> <p>2. Increased percentage of pupils meeting A-G requirements.</p> <p>3. Increased percentage of pupils meeting A-G requirements.</p>	<p>Site-Level</p> <p>2. Site-level</p> <p>3. Site-level</p>	<p>1. Annually</p> <p>2. Annually</p>	<p>Increase access to courses meeting A-G requirements through master scheduling. 0000: Unrestricted Base \$23,801</p> <p>Establish annual meetings held in November and March to review A-G progress, identify needed courses, and prepare for any remediation courses necessary. 1000-1999: Certificated Personnel Salaries Base \$0</p>	<p>Increase access to courses meeting A-G requirements through master scheduling, 0000: Unrestricted Base \$24,150</p>	<p>Increase access to courses meeting A-G requirements through master scheduling. 0000: Unrestricted Base \$24,500</p> <p>Professional development focusing on language acquisition will be provided at all sites during teacher release time and through regional trainings. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p>
		<p>Increased completion of CTE capstone courses.</p> <p>2. Increased completion of CTE capstone courses.</p> <p>3. Increased completion of CTE capstone courses.</p>	<p>Site-Level</p> <p>2. Site-level</p> <p>3. Site-level</p>	<p>1. Annually</p> <p>2. Annually</p>	<p>Support Career-Technical Education courses/programs through detailed master scheduling to allow for enrollment in core academic and Career Technical Education courses. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Provide funding to support CTE Culinary project-based learning experiences for students. 6000-6999: Capital Outlay Supplemental \$8,000</p>	<p>Support Career-Technical Education courses/programs through detailed master scheduling to allow for enrollment in core academic and Career Technical Education courses. 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Provide funding to support CTE Culinary project-based learning experiences for students. 6000-6999: Capital Outlay Supplemental \$7,000</p>	<p>Support Career-Technical Education courses/programs through detailed master scheduling to allow for enrollment in core academic and Career Technical Education courses. 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Provide funding to support CTE Culinary project-based learning experiences for students. 6000-6999: Capital Outlay Supplemental \$7,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>Provide funding to support CTE Stage Craft project-based learning experiences for students. 6000-6999: Capital Outlay Supplemental \$7,000</p> <p>Provide funding to support CTE Floral Design project-based learning experiences for students. 6000-6999: Capital Outlay Supplemental \$3,000</p> <p>Provide funding to support CTE Agriculture Mechanics project-based learning experiences for students. 6000-6999: Capital Outlay Supplemental \$7,000</p> <p>Provide funding to replace previous Agricultural Incentive Grant to support programs, materials, and activities. 0000: Unrestricted Concentration \$21,125</p>	<p>Provide funding to support CTE Stage Craft project-based learning experiences for students. 6000-6999: Capital Outlay Supplemental \$7,000</p> <p>Provide funding to support CTE Floral Design project-based learning experiences for students. 6000-6999: Capital Outlay Supplemental \$4,000</p> <p>Provide funding to support CTE Agriculture Mechanics project-based learning experiences for students. 6000-6999: Capital Outlay Supplemental \$7,000</p> <p>Provide funding to replace previous Agricultural Incentive Grant to support programs, materials, and activities. 0001-0999: Unrestricted: Locally Defined Concentration \$21,125</p>	<p>Provide funding to support CTE Stage Craft project-based learning experiences for students. 6000-6999: Capital Outlay Supplemental \$7,000</p> <p>Provide funding to support CTE Floral Design project-based learning experiences for students. 6000-6999: Capital Outlay Supplemental \$4,000</p> <p>Provide funding to support CTE Agriculture Mechanics project-based learning experiences for students. 6000-6999: Capital Outlay Supplemental \$7,000</p> <p>Provide funding to replace previous Agricultural Incentive Grant to support programs, materials, and activities. 0001-0999: Unrestricted: Locally Defined Concentration \$21,125</p>
		<p>Increased percentage of pupils meeting UC/CSU eligibility.</p> <p>2. Increased percentage of pupils meeting UC/CSU eligibility.</p> <p>3. Increased percentage of pupils meeting UC/CSU eligibility.</p>	<p>Site-Level</p> <p>2. Site-level</p> <p>3. Site-level</p>	<p>1. Annually</p> <p>2. Annually</p>	<p>Provide access to college visits, college fair events, and monitor student progress toward UC/CSU eligibility. 0000: Unrestricted Supplemental \$7,500</p>	<p>Provide funding for Spartan Career Day, college visits, college fair events, and monitor student progress toward UC/CSU eligibility. 0000: Unrestricted Supplemental see 2.7</p>	<p>Provide access to college visits, college fair events, and monitor student progress toward UC/CSU eligibility. 0000: Unrestricted Supplemental \$7,500</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>Teacher collaboration at the high school level to create and implement instructional units to increase EAP & ELM readiness. 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Establishment of UC/CSU review meetings with students in November and March annually to track progress, identify needed courses, and prepare for any remediation courses. 1000-1999: Certificated Personnel Salaries Base \$0</p>	<p>Teacher collaboration at the high school level to create and implement instructional units to increase EAP & ELM readiness. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Establishment of UC/CSU review meetings with students in November and March annually to track progress, identify needed courses, and prepare for any remediation courses. 1000-1999: Certificated Personnel Salaries Base \$0</p>	<p>Teacher collaboration at the high school level to create and implement instructional units to increase EAP & ELM readiness. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Establishment of UC/CSU review meetings with students in November and March annually to track progress, identify needed courses, and prepare for any remediation courses. 1000-1999: Certificated Personnel Salaries Base \$0</p>
		<p>Staff development to support teacher professional growth at the high school level, focusing on Career-Technical Education and Advanced Placement.</p> <p>2. Staff development to support teacher professional growth at the high school level, focusing on Career-Technical Education and Advanced Placement.</p> <p>3. Staff development to support teacher professional growth at the high school level, focusing on Career-Technical Education and Advanced Placement.</p>	<p>Site-Level</p> <p>2. Site-level</p> <p>3. Site-level</p>	<p>1. Annually</p> <p>2. Annually</p>	<p>Provide funding for teacher attendance to conferences and workshops focusing on Career-Technical Education. 1000-1999: Certificated Personnel Salaries Supplemental \$3,500</p> <p>Provide funding for teacher attendance to conferences and workshops focusing on Advanced Placement. 1000-1999: Certificated Personnel Salaries Supplemental \$4,000</p>	<p>Provide funding for teachers to attend conferences and workshops focusing on Career-Technical Education. 0000: Unrestricted Supplemental \$3,500</p> <p>Provide funding for teachers to attend conferences and workshops focusing on Advanced Placement. 0000: Unrestricted Supplemental \$4,000</p>	<p>Provide funding for teachers to attend conferences and workshops focusing on Career-Technical Education. 1000-1999: Certificated Personnel Salaries Supplemental \$3,500</p> <p>Provide funding for teachers to attend conferences and workshops focusing on Advanced Placement. 1000-1999: Certificated Personnel Salaries Supplemental \$4,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>10. Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees.</p> <p>11. Continue implementation of two-year BTSA support program for new teachers.</p> <p>2.</p> <p>10. Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees.</p> <p>11. Continue implementation of two-year BTSA support program for new teachers.</p>	<p>District-wide</p> <p>2. District-wide</p> <p>3. District-wide</p>	<p>1. Annually</p> <p>2. Annually</p>	<p>Provide Funding to enable the attraction and retention of highly qualified professional staff and competitive compensation for employees. 1000-1999: Certificated Personnel Salaries Base \$97,428</p> <p>Provide Funding to enable the attraction and retention of highly qualified professional staff and competitive compensation for employees. 2000-2999: Classified Personnel Salaries Base \$52,384</p> <p>Support teacher training and induction through two-year BTSA program. Encourage and provide for master teacher release time and program coordination. 1000-1999: Certificated Personnel Salaries Base \$0</p>	<p>Provide funding to enable the attraction and retention of highly qualified professional staff and competitive compensation for certificated employees. 1000-1999: Certificated Personnel Salaries Base \$97,428</p> <p>Provide funding to enable the attraction and retention of highly qualified professional staff and competitive compensation for classified employees. 2000-2999: Classified Personnel Salaries Base \$52,384</p> <p>Support teacher training and induction through two-year BTSA program. Encourage and provide for master teacher release time and program coordination. 1000-1999: Certificated Personnel Salaries Base \$0</p>	<p>Provide funding to enable the attraction and retention of highly qualified professional staff and competitive compensation for certificated employees. 1000-1999: Certificated Personnel Salaries Base \$97,428</p> <p>Provide funding to enable the attraction and retention of highly qualified professional staff and competitive compensation for certificated employees. 2000-2999: Classified Personnel Salaries Base \$52,384</p> <p>Support teacher training and induction through two-year BTSA program. Encourage and provide for master teacher release time and program coordination. 1000-1999: Certificated Personnel Salaries Base \$0</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>3. Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees.</p> <p>11. Continue implementation of two-year BTSA support program for new teachers.</p>					
Raise student achievement across the curriculum.	<p>Student Achievement</p> <p>Other Pupil Outcomes</p> <p>School Climate</p> <p>Course Access</p>	<p>Preparation for pupil proficiency in English and math on Smarter Balanced Assessments.</p> <p>2. An increase in pupil proficiency in English and math on Smarter Balanced Assessments.</p> <p>3. Preparation for pupil proficiency in English and math on Smarter Balanced Assessments.</p>	<p>District-wide</p> <p>2. District-wide</p> <p>3. District-wide</p>	<p>1. On-going</p> <p>2. Annually</p>	<p>Provide Smarter Balanced training for certificated staff and administration. 1000-1999: Certificated Personnel Salaries Supplemental see 1.4</p> <p>Provide instructional aide support for elementary school literacy. 2000-2999: Classified Personnel Salaries Other Title 1 \$36,000; Title 3 \$37,000</p> <p>District EL Coordinator position will provide targeted English Learner support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Supplemental \$33,000</p>	<p>Provide Smarter Balanced training for certificated staff and administration. 1000-1999: Certificated Personnel Salaries Base see 1.4</p> <p>Provide instructional aide support for elementary school literacy. 2000-2999: Classified Personnel Salaries Other Title 1: \$36,000; Title 3 \$37,000</p> <p>District EL Coordinator position will provide targeted English Learner support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Supplemental \$33,000</p>	<p>Provide Smarter Balanced training for certificated staff and administration. 0000: Unrestricted Supplemental see 2.1</p> <p>Provide instructional aide support for elementary school literacy. 2000-2999: Classified Personnel Salaries Other Title 1 \$36,000; Title 3 \$37,000</p> <p>District EL Coordinator position will provide targeted English Learner support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Supplemental \$33,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Raise student achievement across the curriculum.					Literacy Coach will provide English/Reading support by coordinating focus block, training staff, and administering SIPPs. 1000-1999: Certificated Personnel Salaries Supplemental Title 1 \$47,000 Supplemental \$ 47,000 Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$32,000	Literacy Coach will provide English/Reading support by coordinating focus block, training staff, and administering SIPPs. 1000-1999: Certificated Personnel Salaries Supplemental Title 1 \$47,000; Supplemental \$47,000 Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$32,000	Literacy Coach will provide English/Reading support by coordinating focus block, training staff, and administering SIPPs. 1000-1999: Certificated Personnel Salaries Supplemental Title 1 \$47,000; Supplemental \$47,000 Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$32,000
Raise student achievement across the curriculum.		Preparation for pupil proficiency in English and math on district-created benchmark exams aligned to Smarter balanced exams. 2. An increase in pupil proficiency in English and math on district-created benchmark exams aligned to Smarter balanced exams 3. Preparation for pupil proficiency in English and math on district-created benchmark exams aligned to Smarter balanced exams.	District-wide 2. District-wide 3. District-wide	1. On-going 2. Quarterly	Provide professional development time for teachers to create and refine district benchmarks aligned to the CCSS and Smarter Balanced Tests. 0000: Unrestricted Base \$193,131 Provide access to Illuminate web-based program. 0000: Unrestricted Other TIIG (\$6,000) Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Supplemental see 2.1	Provide professional development time for teachers to create and refine district benchmarks aligned to the CCSS and Smarter Balanced Tests. 0000: Unrestricted Base \$196,028 Provide access to Illuminate web-based program 0000: Unrestricted Other TIIG (\$4,000) Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 0000: Unrestricted Concentration see 2.1	Provide professional development time for teachers to create and refine district benchmarks aligned to the CCSS and Smarter Balanced Tests. 0000: Unrestricted Base \$198,968 Provide access to Illuminate web-based program. 0000: Unrestricted Other TIIG \$4,000 Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Supplemental see 2.1

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Raise student achievement across the curriculum.					Provide additional reading support during the school day and after school. 0000: Unrestricted Other \$10,000	Provide additional reading support during the school day and after school. 0000: Unrestricted Supplemental \$10,000	Provide additional reading support during the school day and after school. 0000: Unrestricted Other \$10,000
		<p>Increased student access to extended day instruction focusing on reading, writing, and math.</p> <p>2. Increased student access to extended day instruction focusing on reading, writing, and math.</p> <p>3. Increased student access to extended day instruction focusing on reading, writing, and math.</p>	<p>District-wide</p> <p>3. District-wide</p>	<p>1. Annually</p> <p>2. Annually</p>	<p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration see 2.1</p> <p>Purchase necessary reading or math software for use during extended day programming. 4000-4999: Books And Supplies Concentration see 2.1</p>	<p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 0000: Unrestricted Concentration see 2.1</p> <p>Purchase necessary reading or math software for use during extended day programming. 4000-4999: Books And Supplies Concentration see 2.1</p>	<p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration see 2.1</p> <p>Purchase necessary reading or math software for use during extended day programming. 4000-4999: Books And Supplies Concentration see 2.1</p>
		<p>Increased student access to inquiry-based lessons and laboratories in science and history.</p> <p>2. Increased student access to inquiry-based lessons and laboratories in science and history.</p> <p>3. Increased student access to inquiry-based lessons and laboratories in science and history.</p>	<p>Site-Level</p> <p>3. Site-level</p>	<p>1. On-going</p> <p>2. On-going</p>	<p>Purchase science laboratory equipment for high school biology and chemistry. 6000-6999: Capital Outlay Supplemental \$11,000</p> <p>Purchase science related classroom supplies to support inquiry based learning at the high school. 6000-6999: Capital Outlay Supplemental \$7,000</p>	<p>Purchase science laboratory equipment for high school animal anatomy, biology, and chemistry. 4000-4999: Books And Supplies Supplemental \$10,000</p> <p>Purchase science related classroom supplies to support inquiry based learning at the high school. 4000-4999: Books And Supplies Supplemental \$7,000</p>	<p>Purchase science laboratory equipment for high school biology and chemistry. 4000-4999: Books And Supplies Supplemental \$10,000</p> <p>Purchase science related classroom supplies to support inquiry based learning at the high school. 4000-4999: Books And Supplies Supplemental \$7,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Raise student achievement across the curriculum.					Purchase inquiry-based history supplemental materials for high school history courses. 4000-4999: Books And Supplies Supplemental \$2,000	Purchase inquiry-based history supplemental materials for high school history courses. 4000-4999: Books And Supplies Supplemental \$3,000	Purchase inquiry-based history supplemental materials for high school history courses. 4000-4999: Books And Supplies Supplemental \$3,000
		Increased student access to physical education materials, supplies, and lessons at the K-5 level. 2. Increased student access to physical education materials, supplies, and lessons at the K-5 level. 3. Increased student access to physical education materials, supplies, and lessons at the K-5 level.	Site-Level 3. Site-level	1. Annually 2. Annually	Purchase elementary level equipment to facilitate PE lessons in grades K-5. 4000-4999: Books And Supplies Supplemental \$5,000	Purchase elementary level equipment to support PE lessons in grades K-5. 4000-4999: Books And Supplies Supplemental \$2,000	Purchase elementary level equipment to facilitate PE lessons in grades K-5. 4000-4999: Books And Supplies Supplemental \$2,000
		Increased student participation in music at the K-8 level in the VITA program. 2. Increased student participation in music at the K-8 level in the VITA program. 3. Increased student participation in music at the K-8 level in the VITA program.	Site-Level 3. Site-level	1. Annually 2. Annually	Fund staffing to support the VITA program. 1000-1999: Certificated Personnel Salaries Supplemental \$25,000 Fund instruments to support the VITA program. 4000-4999: Books And Supplies Supplemental \$5,000	Fund staffing to support the VITA program. 1000-1999: Certificated Personnel Salaries Supplemental \$25,000 Fund instruments to support the VITA program. 4000-4999: Books And Supplies Supplemental \$5,000	Fund staffing to support the VITA program. 1000-1999: Certificated Personnel Salaries Supplemental \$25,000 Fund instruments to support the VITA program. 4000-4999: Books And Supplies Supplemental \$5,000
		Increased student access to college visitations and college nights and increased achievement on Advanced Placement exams.	Site-Level 3. Site-level	1. Annually 2. Annually	Fund college day visits for students. 0000: Unrestricted Supplemental \$3,000	Fund college day visits for students. 0000: Unrestricted Supplemental \$1,500	Fund college day visits for students. 0000: Unrestricted Supplemental \$3,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. Increased student access to college visitations and college nights.</p> <p>3. Increased student access to college visitations and college nights.</p>			<p>Provide transportation and support for college fair events held in the regional area. 0000: Unrestricted Supplemental \$1,500</p>	<p>Provide transportation and support for college fair events held in the regional area. 0000: Unrestricted Supplemental \$500</p> <p>Provide funding to support Spartan Career Day. 0000: Unrestricted Supplemental \$3,500</p>	<p>Provide transportation and support for college fair events held in the regional area. 0000: Unrestricted Supplemental \$1,500</p>
		<p>Increased student access to career workshops and career field experiences.</p> <p>2. Increased student access to career workshops and career field experiences.</p> <p>3. Increased student access to career workshops and career field experiences.</p>	<p>Site-Level</p> <p>3. Site-level</p>	<p>1. Annually</p> <p>2. Annually</p>	<p>Fund career-field related visits to work sites or technical schools for students. 0000: Unrestricted Supplemental \$3,000</p> <p>Support site-based career day events. 0000: Unrestricted Supplemental see 2.7</p>	<p>Fund career-field related visits to work sites or technical schools for students. 0000: Unrestricted Supplemental \$1,000</p> <p>Support site-based career day events. 0000: Unrestricted Supplemental see 2.7</p>	<p>Fund career-field related visits to work sites or technical schools for students. 0000: Unrestricted Supplemental \$3,000</p> <p>Support site-based career day events. 0000: Unrestricted Supplemental see 2.7</p>
		<p>Increased student access to inquiry-based lessons/projects in visual/performing arts and Career-Technical Education courses.</p> <p>2. Increased student access to inquiry-based lessons/projects in visual/performing arts and Career-Technical Education courses.</p> <p>3. Increased student access to inquiry-based lessons/projects in visual/performing arts and Career-Technical Education courses.</p>	<p>Site-Level</p> <p>3. Site-level</p>	<p>1. On-going</p> <p>2. On-going</p>	<p>Purchase equipment, supplies, and materials to facilitate visual and performing arts projects, performances, and lessons. 4000-4999: Books And Supplies Supplemental \$12,500</p>	<p>Purchase equipment, supplies, and materials to facilitate visual and performing arts projects, performances, and lessons. 4000-4999: Books And Supplies Supplemental \$12,500</p>	<p>Purchase equipment, supplies, and materials to facilitate visual and performing arts projects, performances, and lessons. 4000-4999: Books And Supplies Supplemental \$12,500</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Increased student enrollment in middle school elective courses.</p> <p>2.11 Increase re-classification rate district-wide.</p> <p>2.12 Improve district-wide RtI strategies to support student achievement and identify struggling learners.</p>	<p>Site-level</p> <p>3. Site-level</p>	<p>1. Annually</p> <p>2. Annually</p>	<p>Purchase materials, supplies, and supplemental texts for middle school elective courses. 4000-4999: Books And Supplies Supplemental \$5,000</p> <p>EL Coordinator will provide professional support via presentations, coaching, modeling, and data analysis to facilitate quality instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$33,000</p> <p>Establish monthly RtI/SST meetings at all campuses to identify students, discuss referrals, establish programs of support and track student progress. 1000-1999: Certificated Personnel Salaries Base \$0</p>	<p>Purchase materials, supplies, and supplemental texts for middle school elective courses. 4000-4999: Books And Supplies Supplemental \$5,000</p> <p>EL Coordinator will provide professional support via presentations, coaching, modeling, and data analysis to facilitate quality instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$33,000</p> <p>Establish monthly RtI/SST meetings at all campuses to identify students, discuss referrals, establish programs of support and track student progress. 1000-1999: Certificated Personnel Salaries Base \$0</p>	<p>Purchase materials, supplies, and supplemental texts for middle school elective courses. 4000-4999: Books And Supplies Supplemental \$5,000</p> <p>EL Coordinator will provide professional support via presentations, coaching, modeling, and data analysis to facilitate quality instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$33,000</p> <p>Establish monthly RtI/SST meetings at all campuses to identify students, discuss referrals, establish programs of support and track student progress. 1000-1999: Certificated Personnel Salaries Base \$0</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. Increased student enrollment in middle school elective courses.</p> <p>2.11 Increase re-classification rate district-wide.</p> <p>2.12 Improve district-wide RtI strategies to support student achievement and identify struggling learners.</p>					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>3. Increased student enrollment in middle school elective courses.</p> <p>2.11 Increase re-classification rate district-wide.</p> <p>2.12 Improve district-wide Rtl strategies to support student achievement and identify struggling learners.</p>					
Actively engage parents and students to promote school attendance, a positive climate, and involvement in the school community.	<p>School Climate</p> <p>Parental Involvement</p> <p>Student Engagement</p>	<p>Increased parent participation in Student-Led Conferences.</p> <p>2. Increased parent participation in Student-Led Conferences.</p> <p>3. Increased parent participation in Student-Led Conferences.</p>	<p>District-wide</p> <p>3. Site-level</p>	<p>1. Annually</p> <p>2. Annually</p>	<p>Provide funding for mailer and posters to facilitate parent communication. 0000: Unrestricted Supplemental \$2,000</p> <p>Purchase organizational materials and supplies to facilitate Student-Led Conferences. 0000: Unrestricted Supplemental \$2,200</p> <p>Purchase refreshments and food for Student-Led Conferences. 0000: Unrestricted Supplemental \$800</p>	<p>Provide funding for mailer and posters to facilitate parent communication. 0000: Unrestricted Supplemental \$2,000</p> <p>Purchase organizational materials and supplies to facilitate Student-Led Conferences. 0000: Unrestricted Supplemental \$2,250</p> <p>Purchase refreshments and food for Student-Led Conferences. 0000: Unrestricted Supplemental \$800</p>	<p>Provide funding for mailer and posters to facilitate parent communication. 0000: Unrestricted Supplemental \$2,000</p> <p>Purchase organizational materials and supplies to facilitate Student-Led Conferences. 0000: Unrestricted Supplemental \$2,500</p> <p>Increased parent participation in Student-Led Conferences. 0000: Unrestricted Supplemental \$800</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Actively engage parents and students to promote school attendance, a positive climate, and involvement in the school community.					Provide funding to implement School Loop software district-wide. 0000: Unrestricted Other TIIG (\$5,500)	Provide funding to implement School Loop software district-wide. 0000: Unrestricted Base \$4,000	Provide funding to implement School Loop software district-wide. 0000: Unrestricted Supplemental \$4,000
		Increased number of parents cleared to serve as volunteers. 2. Increased number of parents cleared to serve as volunteers. 3. Increased number of parents cleared to serve as volunteers.	District-wide 3. District-wide	1. Quarterly 2. Quarterly	Defray cost of fees associated to serve as a parent volunteer. 0000: Unrestricted Supplemental \$2,500	Defray cost of fees associated to serve as a parent volunteer. 0000: Unrestricted Supplemental \$2,500	Defray cost of fees associated to serve as a parent volunteer. 0000: Unrestricted Supplemental \$2,500
		An increase in student attendance rates. 2. An increase in student attendance rates. 3. An increase in student attendance rates.	District-wide 3. District-wide	1. Annually 2. Annually	Provide funding for recognizing student attendance. 0000: Unrestricted Base \$2,000 Purchase certificates for perfect attendance. 0000: Unrestricted Base \$1,000 Facilitate SARB process for excessive absenteeism. 0000: Unrestricted Base \$39,275	Provide funding for rewarding student attendance. 0000: Unrestricted Base \$2,000 Purchase certificates for perfect attendance. 0000: Unrestricted Base \$1,000 Facilitate SARB process for excessive absenteeism. 0000: Unrestricted Base \$39,864	Provide funding for rewarding student attendance. 0000: Unrestricted Base \$2,000 Purchase certificates for perfect attendance. 0000: Unrestricted Base \$1,000 Facilitate SARB process for excessive absenteeism. 0000: Unrestricted Base \$40,462
		An increase in student graduation rates. 2. An increase in student graduation rates. 3. An increase in student graduation rates.	District-wide 3. District-wide	1. Annually 2. Annually	Provide funding for after-school and Saturday tutoring. 1000-1999: Certificated Personnel Salaries Concentration see 2.1 Provide monitoring for students failling behind in credits in 9th and 10th grade. 0000: Unrestricted Base \$17,744	Provide funding for after-school and Saturday tutoring. 0000: Unrestricted Concentration see 2.1 Provide monitoring for students failling behind in credits in 9th and 10th grade. 0000: Unrestricted Base \$0	Provide funding for after-school and Saturday tutoring. 0000: Unrestricted Concentration see 2.1 Provide monitoring for students failling behind in credits in 9th and 10th grade. 0000: Unrestricted Base \$0

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Actively engage parents and students to promote school attendance, a positive climate, and involvement in the school community.		Increased counseling services for students K-8. 2. Increased counseling services for students K-8. 3. Increased counseling services for students K-8.	District-wide 3. District-wide	1. Annually 2. Annually	Provide counseling services one day per week at the elementary campus. 1000-1999: Certificated Personnel Salaries Other (ERMHS) \$23,000 Provide counseling services one day per week at the middle school campus. 1000-1999: Certificated Personnel Salaries Other (ERMHS) \$23,000	Provide counseling services one day per week at the elementary campus. 1000-1999: Certificated Personnel Salaries Other ERMHS (\$23,000) Provide counseling services one day per week at the middle school campus. 1000-1999: Certificated Personnel Salaries Other ERMHS (\$23,000)	Provide counseling services one day per week at the elementary campus. 1000-1999: Certificated Personnel Salaries Other ERMHS (\$23,000) Provide counseling services one day per week at the middle school campus. 1000-1999: Certificated Personnel Salaries Other ERMHS (\$23,000)
		Increased student access to academic field trips at K-8 level. 2. Increased student access to academic field trips at K-8 level. 3. Increased student access to academic field trips at K-8 level.	District-wide 3. Site-level	1. Annually 2. Annually	Provide funding for transportation and facility fees associated with academic field trips at the K-8 level. 0000: Unrestricted Base \$10,000	Provide funding for transportation and facility fees associated with academic field trips at the K-8 level. 0000: Unrestricted Base \$10,000	Provide funding for transportation and facility fees associated with academic field trips at the K-8 level. 0000: Unrestricted Base \$10,000
		Increased support for athletics transportation at the middle and high school level. 2. Increased support for athletics transportation at the middle and high school level. 3. Increased support for athletics transportation at the middle and high school level.	District-wide 3. Site-level	1. Quarterly 2. Annually	Provide athletic transportation for teams to travel to away games in all sports at the high school level. 0000: Unrestricted Base \$27,500 Provide athletic transportation for teams to travel to away games in all sports at the middle school level. 0000: Unrestricted Base \$7,500	Provide athletic transportation for teams to travel to away games in all sports at the high school level. 0000: Unrestricted Base \$35,000 Provide athletic transportation for teams to travel to away games in all sports at the middle school level. 0000: Unrestricted Base \$10,000	Provide athletic transportation for teams to travel to away games in all sports at the high school level. 0000: Unrestricted Base \$40,000 Provide athletic transportation for teams to travel to away games in all sports at the middle school level. 0000: Unrestricted Base \$10,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Actively engage parents and students to promote school attendance, a positive climate, and involvement in the school community.		<p>Increased awareness regarding anti-bullying strategies K-12.</p> <p>2. Increased awareness regarding anti-bullying strategies K-12.</p> <p>3. Increased awareness regarding anti-bullying strategies K-12.</p>	District-wide 3. District-wide	<p>1. Annually</p> <p>2. Annually</p>	<p>Provide anti-bullying training for all staff K-12. 1000-1999: Certificated Personnel Salaries Supplemental \$10,000</p> <p>Provide anti-bullying public speaker presentation for students K-12. 0000: Unrestricted Supplemental \$5,000</p> <p>Purchase associated materials and visuals to support district-wide anti-bullying program. 4000-4999: Books And Supplies Supplemental \$5,000</p>	<p>Provide anti-bullying training for all staff K-12. 0000: Unrestricted Supplemental \$1,500</p> <p>Provide anti-bullying public speaker presentation for students K-12. 0000: Unrestricted Supplemental \$1,500</p> <p>Purchase associated materials and visuals to support district-wide anti-bullying program. 0000: Unrestricted Supplemental \$4,500</p>	<p>Provide anti-bullying training for all staff K-12. 0000: Unrestricted Supplemental \$1,500</p> <p>Purchase associated materials and visuals to support district-wide anti-bullying program. 4000-4999: Books And Supplies Supplemental \$6,000</p>

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Establish Conditions of Learning to maintain facilities, retain staff, implement standards, and offer broad course access.	Basic Services Implementation of Common Core State Standards Course access	(English Learner Subgroup) Support for instructional materials in home language. 2. (English Learner Subgroup) Support for instructional materials in home language. 3. (English Learner Subgroup) Support for instructional materials in home language.	District-wide 2. District-wide 3. District-wide		Instructional materials made available in English and Spanish depending on enrollment, and as deemed necessary by the District EL Coordinator. 0000: Unrestricted Base \$58,700	Instructional materials made available in English and Spanish depending on enrollment, and as deemed necessary by the District EL Coordinator. 0001-0999: Unrestricted: Locally Defined Supplemental \$58,700	Instructional materials made available in English and Spanish depending on enrollment, and as deemed necessary by the District EL Coordinator. 4000-4999: Books And Supplies Base \$58,700
		(English Learner Subgroup) Support for school-home communication. 2. English Learner Subgroup) Support for school-home communication.					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Establish Conditions of Learning to maintain facilities, retain staff, implement standards, and offer broad course access.		3. (English Learner Subgroup) Support for school-home communication.			<p>Ensure translation services and home-language services are offered by administrative support staff at the high school campus. 2000-2999: Classified Personnel Salaries Base \$6,384</p> <p>Ensure translation services and home-language services are offered by administrative support staff at District Office. 2000-2999: Classified Personnel Salaries Base \$10,003</p> <p>Hire additional administrative support position at 6-8 campus. 2000-2999: Classified Personnel Salaries Base \$1,845</p>	<p>Ensure translation services and home-language services are offered by administrative support staff at the high school campus. 2000-2999: Classified Personnel Salaries Base \$6,480</p> <p>Ensure translation services and home-language services are offered by administrative support staff at District Office. 2000-2999: Classified Personnel Salaries Base \$10,150</p> <p>Hire additional administrative support position at 6-8 campus. 2000-2999: Classified Personnel Salaries Base \$1,875</p>	<p>Ensure translation services and home-language services are offered by administrative support staff at the high school campus. 2000-2999: Classified Personnel Salaries Base \$6,577</p> <p>Ensure translation services and home-language services are offered by administrative support staff at District Office. 2000-2999: Classified Personnel Salaries Base \$10,300</p> <p>Ensure translation services and home-language services are offered by administrative support staff at the 6-8 campus 2000-2999: Classified Personnel Salaries Base \$1,900</p>
		<p>Establish course for ELD instruction. (English Learner Subgroup)</p> <p>2. (English Learner Subgroup) Establish courses for ELD instruction.</p> <p>3. (English Learner Subgroup) Establish courses for ELD instruction.</p>	<p>Site-level</p> <p>2. Site-level</p> <p>3. District-wide</p>		<p>Offer ELD specific instruction during focus block at the K-6 level. 1000-1999: Certificated Personnel Salaries Supplemental \$16,000</p> <p>Offer ELD course 7-8. 1000-1999: Certificated Personnel Salaries Supplemental \$16,000</p>	<p>Offer ELD specific instruction during focus block at the K-6 level. 1000-1999: Certificated Personnel Salaries \$16,000</p> <p>Offer ELD course 7-8. 1000-1999: Certificated Personnel Salaries \$16,000</p>	<p>Continue to offer ELD specific instruction during focus block at the K-6 level. 1000-1999: Certificated Personnel Salaries Base \$16,000</p> <p>Continue to offer ELD course 7-8. 1000-1999: Certificated Personnel Salaries Base \$16,000</p>
Establish Conditions of Learning to maintain facilities, retain staff, implement							

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
broad course access.					Continue to offer ELD & EL Reading intervention course at Esparto High School. 1000-1999: Certificated Personnel Salaries Supplemental \$16,000	Continue to offer ELD & EL Reading intervention course at Esparto High School. 1000-1999: Certificated Personnel Salaries \$16,000	Continue to offer ELD & EL Reading intervention course at Esparto High School. 1000-1999: Certificated Personnel Salaries Base \$16,000
		Provide ELD-specific professional development at all levels. (English Learner subgroup) 2. (English Learner Subgroup) Provide ELD-specific professional development at all levels. 3. (English Learner Subgroup) Provide ELD-specific professional development at all levels.	District-wide 2. District-wide 3. District-wide		Provide professional development in ELD instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$8,375	Provide professional development in ELD instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$8,375	Provide professional development in ELD instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$8,375
Raise student achievement across the curriculum.	Student Achievement Other Pupil Outcomes School Climate Course Access	Preparation for pupil proficiency in English and math on Smarter Balanced Assessments. 2. (Low Socio-economic Subgroup) Preparation for pupil proficiency in English and math on Smarter Balanced Assessments.	District-wide 2. District-wide 3. District-wide		District EL Coordinator position will provide targeted English Learner support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Supplemental \$33,000	District EL Coordinator will provide targeted English Learner Support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Supplemental \$33,000	District EL Coordinator position will provide targeted English Learner support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Supplemental \$33,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Raise student achievement across the curriculum.		3. (Low-Socio-economic Subgroup) Preparation for pupil proficiency in English and math on Smarter Balanced Assessments.			Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Supplemental \$32,000	Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Supplemental \$32,000	Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Supplemental \$32,000
		Preparation for pupil proficiency in English and math on district-created benchmark exams aligned to Smarter balanced exams. 2. (Low Socio-economic Subgroup) Preparation for pupil proficiency in English and math on district-created benchmark exams aligned to Smarter Balanced Assessments	District-wide 2. District-wide 3. District-wide		Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Supplemental see 2.1 Provide additional reading support during the school day and after school. 1000-1999: Certificated Personnel Salaries Supplemental \$10,000	Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Supplemental see 2.1 Provide additional reading support during the school day and after school. 1000-1999: Certificated Personnel Salaries Supplemental \$10,951	Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Supplemental see 2.1 Provide additional reading support during the school day and after school. 1000-1999: Certificated Personnel Salaries Supplemental \$10,951
		3. (English Learner & Low Socio-economic Subgroup) Preparation for pupil proficiency in English and math on district-created benchmark exams aligned to Smarter Balanced exams.					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Raise student achievement across the curriculum.		<p>Monitoring of students' academic achievement and provision of academic/counseling support. (Low Socio-Economic & English Learner subgroups)</p> <p>2. (Low Socio-Economic & English Learner subgroups) Monitoring of students' academic achievement and provision of academic/counseling support</p> <p>3. (Low Socio-economic & English Learner Subgroup) Monitoring of student academic achievement and provision of academic counseling/support.</p>	<p>District-wide</p> <p>2. District-wide</p> <p>3. District-wide</p>		<p>Data analysis focused on student achievement on a quarterly basis. School administration and support staff will evaluate student achievement on benchmark exams using Illuminate Program. 1000-1999: Certificated Personnel Salaries Supplemental \$7,500</p>	<p>Data analysis focused on student achievement on a quarterly basis. School administration and support staff will evaluate student achievement on benchmark exams using Illuminate. 1000-1999: Certificated Personnel Salaries Base \$7,500</p>	<p>Data analysis focused on student achievement on a quarterly basis. School administration and support staff will evaluate student achievement on benchmark exams using Illuminate Program. 1000-1999: Certificated Personnel Salaries Base \$7,500</p>
Raise student achievement across the curriculum.							

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Raise student achievement across the curriculum.							

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Actively engage parents and students to promote school attendance, a positive climate, and involvement in the school community.	School Climate Parental Involvement Student Engagement	(English Learner Subgroup) Support for school-home communication. 2. (English Learner Subgroup) Support for school-home communication. 3. (English Learner Subgroup) Support for school-home communication.	District-wide 2. District-wide 3. District-wide		Ensure translation services for announcements, letters, and phone calls eliciting parental involvement at each campus. 2000-2999: Classified Personnel Salaries Base \$23,869	Ensure translation services for announcements, letters, and phone calls eliciting parental involvement at each campus. 2000-2999: Classified Personnel Salaries Base \$24,105	Ensure translation services for announcements, letters, and phone calls eliciting parental involvement at each campus. 2000-2999: Classified Personnel Salaries Supplemental \$24,527
		Defray cost of fees associated to serve as a parent volunteer. 2. (Low-Socio-Economic Subgroup) Defray cost of fees associated to serve as a parent volunteer. 3. (Low Socio-economic Subgroup) Defray cost of fees associated to serve as a parent volunteer.			District-wide 2. District-wide 3. District-wide		Establish funds to defray costs of tuberculosis exams, fingerprinting, and first-aid. 0000: Unrestricted Base \$2,500
Actively engage parents and students to promote school attendance, a positive climate,							

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Actively engage parents and students to promote school attendance, a positive climate, and involvement in the school community.							

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Esparto Unified School District estimates that Supplemental/Concentration funding for 2014-2015 will be \$1,543,667 which represents an increase of \$1,406,413 over prior years funding for these students. The district has developed goals and strategies to utilize these increased dollars. These dollars are being spent on increased during the school day interventions, extended day interventions, staff development, academic monitoring, readiness for the Common Core State Standards, implementation of Common Core lessons across the curriculum, and increased inquiry-based learning experiences.

Students identified as English Learners and/or socio-economically disadvantaged students constitute the vast majority of all students in the district. The Esparto Unified School District serves a high percentage of unduplicated pupils, approximately 70%. Therefore, the activities, services, and expenditures included in this LCAP support district-wide and school-wide implementation of funds.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The percentage by which services for unduplicated pupils must be increased or improved as compared to all pupils in the LCAP year is calculated as 16.35%. The Esparto Unified School District LCAP exceeds the proportionality requirement of the District, which is 4.45% This is accomplished by the expenditures designated for targeted reading intervention, extended-day tutoring, professional development for ELD, instructional materials services, financial support for parent involvement, and translation services.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.