

Introduction:

LEA: Esparto Unified School District **Contact (Name, Title, Email, Phone Number):** Diego R. Ochoa, Superintendent/Principal, dochoa@espartok12.org, 530-787-3446 **LCAP Year:** 2015-2018

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

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</p>	

site and district administration.

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.

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 and determination of metrics and budget development.

(A) Development of LCAP Committee

(B) October- December 2013 LCAP Committee Meeting

(C) November/December 2013 WASC EHS Parent Meeting

(D) December 2013 -Feb 2014 WASC EHS Student Meeting

(A) Established a team of invested stakeholders who represented parents, certificated staff, classified staff, community members, and administration.

(B) Created awareness among committee members as to the LCFF and LCAP. LCAP Committee members evaluated achievement data resulting in discussion regarding current levels of achievement, areas for growth, and areas of strength. LCAP Committee identified the district's current strategies to address the 8 State Priority Areas.

(C) 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. WASC EHS Parent Committee identified the district's current strategies to address the 8 State Priority Areas.

(D) A group of twelve EHS students reviewed and discussed the LCAP, LCFF, high school student data, and high school strategies to support achievement. Students reviewed LCAP template and developed a student survey instrument. Students developed areas for growth and areas of strength aligned to the 8 state priority areas.

(E) Committee members reviewed and discussed the LCAP template and

<p>(E) January 2014 LCAP Committee Meeting</p>	<p>established strategies to further engage the community.</p>
<p>(F) January- February 2014 WASC EHS Parent Meeting</p>	<p>(F) WASC EHS parents reviewed and discussed the LCAP template and established strategies to further engage the community. EHS Parents reviewed the parent and community surveys. Parents also discussed potential areas for growth at EHS.</p>
<p>(G) February & March 2014 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. 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. 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; Things the high school should improve: Improved school website; repair campus and athletic fields; improve science programming; parental involvement; more school clubs. 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>(G) Committee members developed the parent and community surveys which would later be used to identify critical areas of need within the district. Committee members evaluated survey responses, discussed district priorities, reviewed achievement data, and discussed establishment of an LCAP Proposal Team.</p> <p>(H) WASC EHS Parents evaluated survey responses, discussed district priorities, reviewed achievement data, and discussed establishment of an LCAP Proposal Team. Students reviewed survey responses and discussed EHS's strategies to support student achievement.</p>
<p>(H) March 2014 WASC EHS Parent Meeting & EHS student meeting</p>	<p>(I) Team members convened for eight hours to develop the draft LCAP proposal.</p>
<p>(I) April LCAP Proposal Team Meeting</p>	<p>(J) Provided opportunity for community members to attend community</p>
<p>(J) April LCAP Community & Committee Meetings (6:30pm)</p>	<p>(J) Provided opportunity for community members to attend community</p>

(N) 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.

(O) May LCAP Community forums: Two LCAP Community meetings were held on May 27th and May 29th in Esparto and Guinda respectively.

(P) June & July meetings of the Esparto Unified School District Board of Trustees

(Q) Summer 2014 Mailer to Parents regarding LCAP Community Meetings and Forums

(R) 2014-15 EHS LCAP Faculty Meetings

(S) 2014-15 EMS LCAP Faculty Meetings

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. Committee members reviewed and discussed LCAP Proposal Team recommendation. Budget considerations were reviewed and discussed.

(N) Superintendent completed formal response to LCAP feedback.

(O) 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) Presentations regarding the 2014-2017 LCAP were delivered during agendized portions of the meetings. On July 2, 2014, Mr. Ochoa presented the revised LCAP and explained the review process to members of the public. The LCAP was placed on the district web page for review.

(Q) This mailer explained that the EUSD began developing the Local Control Accountability Plan (LCAP) in October 2013. The mailer explained that the plan is the road map that the district will use in educating students. The mailer explained that the LCAP was developed through a series of meetings based on the feedback of parent groups at Esparto K-8 and Esparto High School (ELAC, DELAC, and SSC), faculty and classified staff of the EUSD, at-large community members, students at Esparto High School and site/district administration.

(R) The LCAP goals, funding, activities, and review have been discussed at faculty meetings held at Esparto High School on 8/20/14, 8/28/14, 10/16/14, 12/1/14, 1/6/15, 3/23/15, 4/23/15, 5/10/15. Significant time was spent during the teacher pre-service days to discuss LCAP implementation. Staff received a staff survey that they completed and submitted in March 2015 to convey their analysis of the LCAP implementation.

(T) 2014-15 EES LCAP Related Meetings

(S)

(T) 9/14 LCAP Presentation at Board of Trustee meeting
12/14 LCAP committee meeting to discuss progress toward LCAP goals
DELAC start to present LCAP in Spanish
1/15 DELAC finish presenting LCAP in Spanish
2/15 DELAC needs survey according to the 8 areas of the LCAP
3/15 SSC present LCAP
Staff meeting to prioritize actions/expenditures under 8 areas of LCAP
4/15 DELAC needs survey summarized and finalized
5/15 Community LCAP meeting

(U) 2014-2015 LCAP Presentations at BOT Meetings

(U) LCAP presentations have been made regularly at BOT meetings throughout the 2014-2015 school year. These presentations have focused on LCAP implementation, analysis of data, and discussions of further areas for focus. These presentations have created significant understanding within the school community about the LCAP.

Annual Update:

2014-15 LCAP Community Meetings

Annual Update:

LCAP presentations have been made regularly at BOT meetings throughout the 2014-2015 school year. These presentations have focused on LCAP implementation, analysis of data, and discussions of further areas for focus. These presentations have created significant understanding within the school community about the LCAP.

The Esparto Unified School District established LCAP Community review Meetings on 9/24/14; 12/11/2014; 3/19/2014; and 5/21/14. All meetings were held in Marsh Hall and began at 6:00 pm. Members of the community in attendance discussed the LCAP, reviewed strategies in place, and developed suggestions for the district's consideration. These meetings contributed substantially to the Annual Update portion of this document.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

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 parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL 1:	Establish Conditions of Learning to maintain facilities, retain staff, implement standards, and offer broad course access.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	<p>Need:</p> <ol style="list-style-type: none"> 1. Appropriate learning facilities 2. Qualified staff 3. Access to Common Core State Standards (CCSS) materials and instruction 4. Full access to a broad course of study <p>Metrics:</p> <ol style="list-style-type: none"> 1. Facilities department quarterly audits of all school facilities. 2. Compliance with Commission on Teacher Credentialing audit. Annual reports will indicate extent to which teachers are Highly Qualified to teach in their subject areas. Esparto Elementary School NCLB Core Course Compliance (CALPADS 2014): Esparto Middle School NCLB Core Course Compliance (CALPADS 2014): Esparto High School NCLB Core Course Compliance (CALPADS 2014): Madison Continuation High School NCLB Core Course Compliance (CALPADS 2014): 3. Availability of standards-aligned textbooks; District audit of textbook sufficiency & Williams Act review/reporting. 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>EUSD 2013 UC/CSU Eligibility: 20%</p> <p>Percentage of class of 2014 students completing CTE capstone course prior to graduation: 40%</p>
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Goal Applies to:	<table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">Schools:</td> <td style="width: 85%;">All</td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td> <ul style="list-style-type: none"> • English Learners • Students with special needs • Economically Disadvantaged students </td> </tr> </table>	Schools:	All	Applicable Pupil Subgroups:	<ul style="list-style-type: none"> • English Learners • Students with special needs • Economically Disadvantaged students
Schools:	All				
Applicable Pupil Subgroups:	<ul style="list-style-type: none"> • English Learners • Students with special needs • Economically Disadvantaged students 				

- Hispanic
- White
- Foster youth

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Make improvements to facilities as they are identified. These improvements will focus on areas of high priority determined by site and district feedback. 2. Maintain compliance with No Child Left Behind (NCLB) for all teachers K-12. 3. Necessary instructional materials associated with Common Core State Standards will be purchased. 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, project based learning, implementation of data-based achievement analysis, and critical thinking. 5. Continued student access to computer technology. Funds will be directed towards maintaining classroom and lab technology. 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. 7. Increased completion of CTE capstone courses. The EUSD will facilitate CTE course enrollment and completion through master schedule analysis. 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 and Honors English to prepare for future enrollment in Advanced Placement high school math and English courses. 9. Staff development to support teacher professional growth at all levels. 10. Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees. 11. Continue to provide a two-year induction and training program for new teachers through a teacher induction program.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Make improvements to facilities as they are identified. These improvements will focus on areas of high priority determined by site and district feedback.(including English Learners, low socio-economically disadvantaged	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	District maintenance staff and administration conduct facility reviews. 2000-2999: Classified Personnel Salaries Base \$15,750

<p>students, and students with special needs).</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Facilities requiring improvements will be repaired. 6000-6999: Capital Outlay Base \$35,000 Facilities requiring improvements will be repaired. 6000-6999: Capital Outlay Supplemental \$40,000</p>
<p>Conduct teacher credential reviews to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>District administration and site administration monitor teacher credentialing through the teacher assignment process. (1000-1999 & 2000-2999) 1000-1999: Certificated Personnel Salaries Base \$114,620</p>
<p>Necessary instructional materials associated with Common Core State Standards will be purchased to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Begin acquisition of CCSS aligned instructional materials and supplemental materials at the K-5 level. 4000-4999: Books And Supplies Supplemental \$35,000 Begin acquisition of CCSS aligned instructional materials and supplemental materials in Math and English at the 6-8 level. 4000-4999: Books And Supplies Supplemental \$20,000 Begin acquisition of CCSS aligned instructional materials and supplemental materials in core courses at the high school level. 4000-4999: Books And Supplies Supplemental \$28,500</p>
<p>District-wide staff development focusing on the Common Core State Standards will be provided during 4 non-student days to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide Common Core State Standards training during 4 non-student days. 1000-1999: Certificated Personnel Salaries Supplemental \$84,457 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 \$8,840</p>
<p>Increased student access to computer technology at the high school level to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Esparto High School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Provide funding to maintain and support computer labs and classroom technology implemented by teachers at the high school level. 4000-4999: Books And Supplies Supplemental \$10,000</p>

		_ Other Subgroups: (Specify)	
Increased percentage of pupils meeting A-G requirements to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	Esparto High School	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Increase access to courses meeting A-G requirements through master scheduling, 1000-1999: Certificated Personnel Salaries Base \$24,150 Conduct 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 \$3,268
Increased completion of CTE capstone courses to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	Esparto High School	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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 \$136,910 Provide funding to support CTE Basic Food Preparation (previously Culinary Arts) and CTE Agriculture Business project-based learning experiences for students. 4000-4999: Books And Supplies Supplemental \$3,100 Provide funding to support CTE Stage Craft project-based learning experiences for students. 4000-4999: Books And Supplies Supplemental \$7,000 Provide funding to support CTE Floral Design project-based learning experiences for students. 4000-4999: Books And Supplies Supplemental \$4,000 Provide funding to support CTE Agriculture Mechanics project-based learning experiences for students. 4000-4999: Books And Supplies Supplemental \$7,000 Provide funding to support agriculture education through the Agriculture Incentive Grant. 4000-4999: Books And Supplies Supplemental \$14,230 Provide funding to support career technical education programs through the Carl Perkins Grant. 4000-4999: Books And Supplies Supplemental \$9,500
Increased percentage of pupils meeting UC/CSU eligibility to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	Esparto High School	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners	Provide funding for Spartan Career Day, college visits, college fair events, and monitor student progress toward UC/CSU eligibility. 5000-5999: Services And Other Operating Expenditures Supplemental \$7,500

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher collaboration at the high school level to create and implement instructional units to increase EAP & ELM readiness. 1000-1999: Certificated Personnel Salaries Supplemental \$921 Conduct 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 \$3,268
Staff development to support teacher professional growth at the high school level, focusing on Career-Technical Education and Advanced Placement to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EHS & EMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide funding for teachers to attend conferences and workshops focusing on Career-Technical Education. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,500 Provide funding for teachers to attend conferences and workshops focusing on ERWC and/or Advanced Placement. 5000-5999: Services And Other Operating Expenditures Supplemental \$4,000
Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs). 11. Continue implementation of two year BTSA support program for new teachers to support all students (including English Learners, low socioeconomically disadvantaged students, and students with special needs).	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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 \$222,099 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 \$61,650 Support teacher training and induction through two-year Teacher induction program. Encourage and provide for master teacher release time and program coordination. 1000-1999: Certificated Personnel Salaries Base \$20,000
(English Learner Subgroup) Support for instructional materials in home language.	EES;EMS; EHS;MHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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 Concentration \$58,700
English Learner Subgroup)	EES;EMS;	<input type="checkbox"/> All	Ensure translation services and home-language services are

<p>Support for school-home communication.</p>	<p>EHS;MHS</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>offered by administrative support staff at K-5 campus. 2000-2999: Classified Personnel Salaries Concentration \$5,808</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 Concentration \$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 Concentration \$10,150</p> <p>Ensure translation services and home-language services are offered by administrative support staff at EMS campus. 2000-2999: Classified Personnel Salaries Concentration \$400</p>
<p>(English Learner Subgroup) Establish courses for ELD instruction.</p>	<p>Site-level</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Offer ELD specific instruction at the K-12 levels. 1000-1999: Certificated Personnel Salaries Concentration \$22,000</p>
<p>(English Learner Subgroup) Provide ELD-specific professional development at all levels.</p>	<p>EES;EMS; EHS;MHS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide professional development in ELD instruction. 1000-1999: Certificated Personnel Salaries Concentration \$8,375</p>

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Make improvements to facilities as they are identified. These improvements will focus on areas of high priority determined by site and district feedback. 2. Maintain compliance with No Child Left Behind (NCLB) for all teachers K-12. 3. Necessary instructional materials associated with Common Core State Standards will be purchased. 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, project based learning, implementation of data-based achievement analysis, and critical thinking. 5. Continued student access to computer technology. Funds will be directed towards maintaining classroom and lab technology. 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. 7. Increased completion of CTE capstone courses. The EUSD will facilitate CTE course enrollment and completion through master schedule analysis. 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 and Honors English to prepare for future enrollment in Advanced Placement high school math and English courses. 9. Staff development to support teacher professional growth at all levels. 10. Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees. 11. Continue to provide a two-year induction and training program for new teachers through Beginning Teacher Support and Assessment (BTSA).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Make improvements to facilities as they are identified. These improvements will focus on areas of high priority determined by site and district feedback. (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>District maintenance staff and administration conduct facility reviews. 2000-2999: Classified Personnel Salaries Base \$16,051 Facilities requiring improvements will be repaired. 6000-6999: Capital Outlay Base \$40,000</p>

		English proficient _ Other Subgroups: (Specify)	Facilities requiring improvements will be repaired. 6000-6999: Capital Outlay Supplemental \$35,000
Conduct teacher credential reviews to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	District administration and site administration monitor teacher credentialing through the teacher assignment process. (1000-1999 & 2000 - 2999) 1000-1999: Certificated Personnel Salaries Base \$116,626
Necessary instructional materials associated with Common Core State Standards will be purchased to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Acquire CCSS aligned instructional materials and supplemental materials in all subjects at the K-5 level. 4000-4999: Books And Supplies Supplemental \$30,000 Acquire CCSS aligned instructional materials and supplemental materials in all subjects at the 6-8. 4000-4999: Books And Supplies Supplemental \$25,000 Acquire CCSS aligned instructional materials and supplemental materials at the high school level. 4000-4999: Books And Supplies Supplemental \$30,000
District-wide staff development focusing on the Common Core State Standards will be provided to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide Common Core State Standards training during teacher-collaborative time. 1000-1999: Certificated Personnel Salaries Supplemental \$8,840 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
Increased student access to computer technology at the high school level to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EHS; EMS; EES	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Provide funding to update and supplement computer labs and classroom technology. 4000-4999: Books And Supplies Supplemental \$10,000

		(Specify)	
<p>Increased percentage of pupils meeting A-G requirements to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Esparto High School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Increase access to courses meeting A-G requirements through master scheduling. 1000-1999: Certificated Personnel Salaries 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 \$3,268</p>
<p>Increased completion of CTE capstone courses to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Esparto High School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</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 \$136,910</p> <p>Provide funding to support CTE Basic Food Preparation and CTE Agriculture Business project-based learning experiences for students. 4000-4999: Books And Supplies Supplemental \$3,100</p> <p>Provide funding to support CTE Stage Craft project-based learning experiences for students. 4000-4999: Books And Supplies Supplemental \$7,000</p> <p>Provide funding to support CTE Floral Design project-based learning experiences for students. 4000-4999: Books And Supplies Supplemental \$4,000</p> <p>Provide funding to support CTE Agriculture Mechanics project-based learning experiences for students. 4000-4999: Books And Supplies Supplemental \$7,000</p> <p>Provide funding to support Agriculture education through the Agriculture Incentive grant. 4000-4999: Books And Supplies Supplemental \$14,230</p> <p>Provide funding to support Career Technical Education through the Carl Perkins Grant. 4000-4999: Books And Supplies Supplemental \$9,500</p>
<p>Increased percentage of pupils meeting UC/CSU eligibility to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Esparto High School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Provide access to college visits, college fair events, and monitor student progress toward UC/CSU eligibility. 5000-5999: Services And Other Operating Expenditures Supplemental \$7,500</p> <p>Teacher collaboration at the high school level to create and</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	implement instructional units to increase EAP & ELM readiness. 1000-1999: Certificated Personnel Salaries Supplemental \$921 Conduct 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 \$3,268
Staff development to support teacher professional growth at the high school level, focusing on Career-Technical Education and Advanced Placement to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EHS & EMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide funding for teachers to attend conferences and workshops focusing on Career-Technical Education. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,500 Provide funding for teachers to attend conferences and workshops focusing on ERWC & Advanced Placement. 5000-5999: Services And Other Operating Expenditures Supplemental \$4,000
Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs). 11. Continue implementation of two year BTSA support program for new teachers to support all students (including English Learners, low socioeconomically disadvantaged students, and students with special needs).	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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 \$222,099 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 \$61,650 Support teacher training and induction through two-year Teacher induction program. Encourage and provide for master teacher release time and program coordination. 1000-1999: Certificated Personnel Salaries Base \$20,000
(English Learner Subgroup) Support for instructional materials in home language.	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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 Concentration \$58,700
(English Learner Subgroup) Support for school-home communication.	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR:	Ensure translation services and home-language services are offered by administrative support staff at K-5 campus. 2000-

		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>2999: Classified Personnel Salaries Concentration \$5,808</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 Concentration \$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 Concentration \$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 Concentration \$400</p>
<p>(English Learner Subgroup) Establish courses for ELD instruction.</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	<p>Offer ELD specific instruction at the K-12 levels. 1000-1999: Certificated Personnel Salaries Concentration \$22,000</p>
<p>(English Learner Subgroup) Provide ELD-specific professional development at all levels.</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	<p>Provide professional development in ELD instruction. 1000-1999: Certificated Personnel Salaries Concentration \$8,375</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Make improvements to facilities as they are identified. These improvements will focus on areas of high priority determined by site and district feedback. 2. Maintain compliance with No Child Left Behind (NCLB) for all teachers K-12. 3. Necessary instructional materials associated with Common Core State Standards will be purchased. 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, project based learning, implementation of data-based achievement analysis, and critical thinking. 5. Continued student access to computer technology. Funds will be directed towards maintaining classroom and lab technology. 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. 7. Increased completion of CTE capstone courses. The EUSD will facilitate CTE course enrollment and completion through master schedule analysis. 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 and Honors English to prepare for future enrollment in Advanced Placement high school math and English courses. 9. Staff development to support teacher professional growth at all levels. 10. Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees. 11. Continue to provide a two-year induction and training program for new teachers through Beginning Teacher Support and Assessment (BTSA).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Make improvements to facilities as they are identified. These improvements will focus on areas of high priority determined by site and district feedback.(including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>District maintenance staff and administration conduct facility reviews. 2000-2999: Classified Personnel Salaries Base \$15,750 Facilities requiring improvements will be repaired. 6000-6999: Capital Outlay Base \$40,000 Facilities requiring improvements will be repaired. 6000-6999:</p>

		_ Other Subgroups: (Specify)	Capital Outlay Supplemental \$35,000
Conduct teacher credential reviews to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	District administration and site administration monitor teacher credentialing through the teacher assignment process. (1000-1,999 & 2000 - 2,999) 1000-1999: Certificated Personnel Salaries Base \$114,620
Necessary instructional materials associated with Common Core State Standards will be purchased to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Acquire CCSS aligned instructional materials and supplemental materials at the K-5 level 4000-4999: Books And Supplies Supplemental \$35,000 Acquire CCSS aligned instructional materials and supplemental materials in Math and English at the 6-8 level 4000-4999: Books And Supplies Supplemental \$20,000 Acquire CCSS aligned instructional materials and supplemental materials in core courses at the high school level. 4000-4999: Books And Supplies Supplemental \$35,000
Increased student access to computer technology at the high school level to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide funding to maintain and support computer labs and classroom technology implemented by teachers at all sites. 4000-4999: Books And Supplies Base \$10,000
Increased percentage of pupils meeting A-G requirements to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Increase access to courses meeting A-G requirements through master scheduling. 1000-1999: Certificated Personnel Salaries Base \$24,150

<p>Increased completion of CTE capstone courses to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide funding to support CTE Basic Food Preparation, CTE Agriculture Business, CTE Stage Craft , CTE Theatre Production, CTE Floral Design and CTE Agriculture Mechanics project-based learning experiences for students. 4000-4999: Books And Supplies Supplemental \$30,000</p>
<p>Increased percentage of pupils meeting UC/CSU eligibility to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide funding for Spartan Career Day, college visits, college fair events, and monitor student progress toward UC/CSU eligibility. 5000-5999: Services And Other Operating Expenditures Supplemental \$7,500</p> <p>Conduct 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 Supplemental \$921</p>
<p>Staff development to support teacher professional growth at the high school level, focusing on Career-Technical Education and Advanced Placement to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EHS & EMS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide funding for teachers to attend conferences and workshops focusing on Career-Technical Education, ERWC, and Advanced Placement. 5000-5999: Services And Other Operating Expenditures Supplemental \$7,000</p>
<p>Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p> <p>11. Continue implementation of two year BTSA support program for new teachers to support all students (including English Learners, low socioeconomically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</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 \$222,099</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 \$61,560</p> <p>Support teacher training and induction through two-year Teacher induction program. Encourage and provide for master teacher release time and program coordination. 1000-1999: Certificated Personnel Salaries Base \$20,000</p>

<p>(English Learner Subgroup) Support for instructional materials in home language.</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>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 Concentration \$58,700</p>
<p>(English Learner Subgroup) Support for school-home communication.</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Ensure translation services and home-language services are offered by administrative support staff at all district locations. 2000-2999: Classified Personnel Salaries Concentration \$22,500</p>
<p>(English Learner Subgroup) Establish courses for ELD instruction.</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Offer ELD specific instruction at the K-12 levels. 1000-1999: Certificated Personnel Salaries Concentration \$22,000</p>
<p>(English Learner Subgroup) Provide ELD-specific professional development at all levels.</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide professional development in ELD instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$8,750</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Raise student achievement across the curriculum.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	<p>Need:</p> <p>1. Increased pupil proficiency in math and English. EUSD CAASPP Preliminary Scores</p> <p>English Test for Students in EUSD</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th># Stu</th> <th>% Not Met</th> <th>%Nearly</th> <th>%Met</th> <th>%Exceeded</th> </tr> </thead> <tbody> <tr> <td>3rd Grade</td> <td>77</td> <td>51</td> <td>29</td> <td>12</td> <td>8</td> </tr> <tr> <td>4th Grade</td> <td>80</td> <td>52</td> <td>29</td> <td>15</td> <td>4</td> </tr> <tr> <td>5th Grade</td> <td>63</td> <td>39</td> <td>24</td> <td>21</td> <td>14</td> </tr> <tr> <td>6th Grade</td> <td>75</td> <td>36</td> <td>40</td> <td>21</td> <td>3</td> </tr> <tr> <td>7th Grade</td> <td>88</td> <td>47</td> <td>27</td> <td>25</td> <td>1</td> </tr> <tr> <td>8th Grade</td> <td>46</td> <td>41</td> <td>35</td> <td>24</td> <td>0</td> </tr> <tr> <td>11th Grade</td> <td>62</td> <td>31</td> <td>25</td> <td>26</td> <td>18</td> </tr> </tbody> </table> <p>Math Test for Students in EUSD</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th># Stu</th> <th>% Not Met</th> <th>%Nearly</th> <th>%Met</th> <th>%Exceeded</th> </tr> </thead> <tbody> <tr> <td>3rd Grade</td> <td>77</td> <td>51</td> <td>30</td> <td>15</td> <td>4</td> </tr> <tr> <td>4th Grade</td> <td>80</td> <td>49</td> <td>46</td> <td>5</td> <td>0</td> </tr> <tr> <td>5th Grade</td> <td>63</td> <td>52</td> <td>29</td> <td>17</td> <td>2</td> </tr> <tr> <td>6th Grade</td> <td>75</td> <td>54</td> <td>38</td> <td>8</td> <td>0</td> </tr> <tr> <td>7th Grade</td> <td>88</td> <td>45</td> <td>33</td> <td>14</td> <td>8</td> </tr> <tr> <td>8th Grade</td> <td>46</td> <td>38</td> <td>29</td> <td>29</td> <td>4</td> </tr> <tr> <td>11th Grade</td> <td>62</td> <td>57</td> <td>24</td> <td>17</td> <td>2</td> </tr> </tbody> </table> <p>2. Increased pupil proficiency in history, science, and elective subject areas. EUSD CST Science Proficiency in 2013: 55% CST History Proficiency in 2013: 41%</p>	Grade Level	# Stu	% Not Met	%Nearly	%Met	%Exceeded	3rd Grade	77	51	29	12	8	4th Grade	80	52	29	15	4	5th Grade	63	39	24	21	14	6th Grade	75	36	40	21	3	7th Grade	88	47	27	25	1	8th Grade	46	41	35	24	0	11th Grade	62	31	25	26	18	Grade Level	# Stu	% Not Met	%Nearly	%Met	%Exceeded	3rd Grade	77	51	30	15	4	4th Grade	80	49	46	5	0	5th Grade	63	52	29	17	2	6th Grade	75	54	38	8	0	7th Grade	88	45	33	14	8	8th Grade	46	38	29	29	4	11th Grade	62	57	24	17	2
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3. Increased pupil access to college admission.

Percentage of EHS Students meeting UC/CSU entrance requirements: 21%

Percentage of EUSD students meeting EAP Readiness or Conditional Readiness in English: 28%

Percentage of EUSD students meeting EAP Readiness or Conditional Readiness in Math: 63%

4. Increased pupil involvement in career-technical education readiness.

Percentage of class of 2014 students completing CTE capstone course prior to graduation: 40%

5. Increased student achievement among under-performing student groups to close the achievement gap.

6. Increase student achievement as measured by CAASPP. State measure to determine new API has not yet been developed.

District 2013 Growth API: 753

Esparto K-8 2013 Growth API: 772

Esparto High School 2013 Growth API: 742

Madison CHS 2013 API: 448

7. Increase student achievement on Advanced Placement exams.

Number of EHS AP Exams with score of 3+ in 2012: 15

Number of EHS AP Exams with score of 3+ in 2011: 17

Number of EHS AP Exams with score of 3+ in 2010: 8

Metrics:

1. Percentage of students scoring passing/proficient on first generation Smarter Balanced Assessments.

2. Pupil achievement on district-created benchmarks in English, math, science, history, and physical education.

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 of UC/CSU eligibility.

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).

- 5. Special education referrals on an annual basis, SST referrals on an annual basis.
- 6. Percentages of students scoring proficient on new Common-Core Aligned, district-developed benchmark assessments K-12.
- 7. Percentages of students with chronic absenteeism; Percentages of students on-track for graduation; Percentages of students dropping out of middle school and high school.

Goal Applies to:

Schools: All Schools

Applicable Pupil Subgroups:

- English Learners
- Students with special needs
- Economically Disadvantaged students
- Hispanic
- White
- Foster youth

LCAP Year 1: 2015-2016

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Continued Professional development to support quality instruction aligned with Common Core State Standards resulting in increased pupil proficiency on the Smarter Balanced Assessments. State measure to determine new API has not yet been developed. 2. An increase in pupil proficiency in English/math on district benchmark exams and EAP exams. 3. Continued student access at EES, EMS, and EHS 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. 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 for informational purposes, analysis of real-life documents, and the scientific process. 5. Continued student access to physical education materials, supplies, and lessons at the K-5 level. Instruction will continue to improve through materials acquisition. 6. Increased student participation in music at the K-8 level in the VITA program. 7. Increased and continued student access to college visitations and college nights. 8. Increased student access to career workshops and career field experiences. Students involved in CTE Stagecraft, CTE Ag Mechanics, CTE Basic Food Preparation, CTE Intro to Agriculture Business, CTE Floral Design do not regularly have field experiences to observe and learn about the work taking place in their area of interest. 9. Increased student access to inquiry-based lessons/projects in visual/performing arts and Career-Technical Education courses. 10. Increased student enrollment in middle school elective courses. The school will offer music, technology, and leadership in 2015-2016. 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 implementation of AP Spanish Language class in 2015-2016. 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. 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, improve upon support structures for students, and determine the needs for potential additional services.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>An increase in pupil proficiency in English and math on Smarter Balanced Assessments to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide Smarter Balanced training for certificated staff and administration. 1000-1999: Certificated Personnel Salaries Base \$29,468</p> <p>Provide instructional aide support for elementary and middle school literacy. Increase direct services for small group reading pull out. The number of instructional aides has increased from two to three. The number of hours of reading support has increased from ten hours a day to eighteen hours a day. 2000-2999: Classified Personnel Salaries Supplemental \$140,823</p> <p>District EL Coordinator position will provide targeted English Learner support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Supplemental \$12,221</p> <p>Provide administrative support for English/Reading through focus block, staff development, data analysis, and administering SIPPs. The school principal will play a key role in managing the implementation of the program. 1000-1999: Certificated Personnel Salaries Base \$25,000</p> <p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$23,102</p> <p>Provide program supervision, data collection, data analysis for the SIPPs reading program implemented on campus by instructional aides. The school principal will play a key role in managing the implementation of the program. 1000-1999: Certificated Personnel Salaries Concentration \$9,000</p>
<p>An increase in pupil proficiency in English and math on district-created benchmark exams aligned to Smarter Balanced exams to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide professional development time for teachers to create and refine district benchmarks aligned to the CCSS and Smarter Balanced Tests, develop CCSS-aligned lesson plans, review student achievement, and conduct teacher collaborative work. 1000-1999: Certificated Personnel Salaries Supplemental \$88,404</p> <p>Provide access to Illuminate web-based program (TIIG Funding). 5000-5999: Services And Other Operating Expenditures Supplemental \$4,000</p> <p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$3,487</p>

			<p>Provide substitute coverage for on-going reading assessments K-3. 1000-1999: Certificated Personnel Salaries Supplemental \$4,500</p> <p>Provide funding for Kindergarten and new student screening during August summer days. 1000-1999: Certificated Personnel Salaries Supplemental \$2,750</p>
<p>Increased student access to extended day instruction focusing on reading, writing, and math to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	EES;EMS; EHS;MHS	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$3,487</p> <p>Purchase necessary reading or math software for use during extended day programming. 5000-5999: Services And Other Operating Expenditures Concentration \$5,000</p>
<p>Increased student access to inquiry-based lessons and laboratories in science and history to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	EHS	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</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 inquiry-based history supplemental materials for high school history courses. 4000-4999: Books And Supplies Supplemental \$3,000</p>
<p>Increased student access to physical education materials, supplies, and lessons at the K-5 level to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	EES	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase elementary level equipment to support PE lessons in grades K-5. 4000-4999: Books And Supplies Supplemental \$3,500</p>
<p>Increased student participation in music at the K-8 level in the VITA program to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	EES & EMS	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent</p>	<p>Fund staffing to support the VITA program. 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000</p> <p>Fund instruments to support the VITA program. 4000-4999: Books And Supplies Supplemental \$5,000</p>

		English proficient _ Other Subgroups: (Specify)	
Increased student access to college visitations and college nights to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EHS &EMS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Fund college day visits for students. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500 Provide transportation and support for college fair events held in the regional area. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000 Provide funding to support Spartan Career Day. 4000-4999: Books And Supplies Supplemental \$3,500
Increased student access to career workshops and career field experiences to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EHS &EMS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Fund career-field related visits to work sites or technical schools for students. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000 Support site-based career day events. 1000-1999: Certificated Personnel Salaries Supplemental \$2,276
Increased student access to inquiry-based lessons/projects in visual/performing arts and Career-Technical Education courses to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EHS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase equipment, supplies, and materials to facilitate visual and performing arts projects, performances, and lessons. 4000-4999: Books And Supplies Supplemental \$12,500
Increased student enrollment in middle school elective courses to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase materials, supplies, and supplemental texts for middle school elective courses. 4000-4999: Books And Supplies Supplemental \$7,500 EL Coordinator will provide professional support via presentations, coaching, modeling, and data analysis to facilitate quality instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$12,221
2.11 Increase re-classification rate district-wide to			Establish monthly RtI/SST meetings at all campuses to

<p>support English Learners, including those who also qualify as low socio-economically disadvantaged students, and students with special needs).</p> <p>2.12 Improve district-wide RtI strategies to support student achievement and identify struggling learners to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>			<p>identify students, discuss referrals, establish programs of support and track student progress. 1000-1999: Certificated Personnel Salaries Concentration \$1,744</p>
<p>(Low Socio-economic & English Learner Subgroup) Preparation for pupil proficiency in English and math on Smarter Balanced Assessments.</p>	<p>EES;EMS; EHS;MHS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>District EL Coordinator will provide targeted English Learner Support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Concentration \$12,221</p> <p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$1,744</p> <p>EUSD will provide funding to support a Teacher on Special Assignment (TOSA) to provide direct support to classroom teachers and facilitate their implementation of Illuminate, AERIES.NET, and California Learns. 1000-1999: Certificated Personnel Salaries Supplemental \$17,623</p>
<p>(Low Socio-economic & English Learner Subgroup) Preparation for pupil proficiency in English and math on district-created benchmark exams aligned to Smarter Balanced Assessments</p>	<p>EES;EMS; EHS;MHS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$1,744</p> <p>Provide additional reading support during the school day and after school. 1000-1999: Certificated Personnel Salaries Supplemental \$10,951</p>
<p>(Low Socio-Economic & English Learner subgroups) Monitoring of students' academic achievement and provision of academic/counseling support</p>	<p>EES;EMS; EHS;MHS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</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><input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
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LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Continued Professional development to support quality instruction aligned with Common Core State Standards resulting in increased pupil proficiency on the Smarter Balanced Assessments. State measure to determine new API has not yet been developed. 2. An increase in pupil proficiency in English/math on district benchmark exams and EAP exams. 3. Continued student access at EES, EMS, and EHS 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. 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 for informational purposes, analysis of real-life documents, and the scientific process. 5. Continued student access to physical education materials, supplies, and lessons at the K-5 level. Instruction will continue to improve through materials acquisition. 6. Increased student participation in music at the K-8 level in the VITA program. 7. Increased student access to college visitations and college nights. The EUSD does not currently arrange for college visitations. 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. 9. Increased student access to inquiry-based lessons/projects in visual/performing arts and Career-Technical Education courses. 10. Increased student enrollment in middle school elective courses. The school will offer music, technology, and foreign language in 2015-2016. 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 implementation of AP Spanish Language class in 2015-2016. 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. 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, improve upon support structures for students, and determine the needs for potential additional services.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Preparation for pupil proficiency in English and math on Smarter Balanced Assessments to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide Smarter Balanced training for certificated staff and administration. 1000-1999: Certificated Personnel Salaries Supplemental \$29,468</p> <p>Provide instructional aide support for elementary and middle school literacy. Increase direct services for small group reading pull out. 2000-2999: Classified Personnel Salaries Supplemental \$140,823</p> <p>District EL Coordinator position will provide targeted English Learner support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Supplemental \$12,221</p> <p>Provide administrative support for English/Reading through focus block, staff development, data analysis, and administering SIPPs. 1000-1999: Certificated Personnel Salaries Base \$23,102</p> <p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$17,000</p> <p>Provide program supervision, data collection, data analysis for the SIPPs reading program implemented on campus by instructional aides 1000-1999: Certificated Personnel Salaries Concentration \$9,000</p>
<p>Preparation for pupil proficiency in English and math on district-created benchmark exams aligned to Smarter Balanced exams to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide professional development time for teachers to create and refine district benchmarks aligned to the CCSS and Smarter Balanced Tests, develop CCSS-aligned lesson plans, review student achievement, and conduct teacher collaborative work. 1000-1999: Certificated Personnel Salaries Supplemental \$88,404</p> <p>Provide access to Illuminate web-based program (TIIG Funding). 5000-5999: Services And Other Operating Expenditures Supplemental \$4,000</p> <p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Supplemental \$3,487</p> <p>Provide funding for Kindergarten and new student screening during August summer days. 1000-1999: Certificated Personnel Salaries Supplemental \$3,000</p> <p>Provide substitute coverage for on-going reading assessments K-3. 1000-1999: Certificated Personnel Salaries</p>

			Supplemental \$3,500
Increased student access to extended day instruction focusing on reading, writing, and math to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$3,487 Purchase necessary reading or math software for use during extended day programming. 5000-5999: Services And Other Operating Expenditures Concentration \$3,000
Increased student access to inquiry-based lessons and laboratories in science and history to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase science laboratory equipment for high school science courses. 4000-4999: Books And Supplies Supplemental \$10,000 Purchase science related classroom supplies to support inquiry based learning at the high school. 4000-4999: Books And Supplies Supplemental \$7,000 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 to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EES	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase elementary level equipment to facilitate PE lessons in grades K-5. 4000-4999: Books And Supplies Supplemental \$3,500
Increased student participation in music at the K-8 level in the VITA program to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EES & EMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Fund staffing to support the VITA program. 5000-5999: Services And Other Operating Expenditures 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	EHS	<input checked="" type="checkbox"/> All	Fund college day visits for students. 5000-5999: Services And

<p>college nights to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>&EMS</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Other Operating Expenditures Supplemental \$3,000 Provide transportation and support for college fair events. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500</p>
<p>Increased student access to career workshops and career field experiences to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Fund career-field related visits to work sites or technical schools for students. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000 Support site-based career day events. 1000-1999: Certificated Personnel Salaries Supplemental \$2,276</p>
<p>Increased student access to inquiry-based lessons/projects in visual/performing arts and Career-Technical Education courses to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</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>Increased student enrollment in middle school elective courses to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p> <p>2.11 Increase re-classification rate district-wide to support English Learners, including those who also qualify as low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase materials, supplies, and supplemental texts for middle school elective courses. 4000-4999: Books And Supplies Supplemental \$7,500 EL Coordinator will provide professional support via presentations, coaching, modeling, and data analysis to facilitate quality instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$12,221 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 \$2,000</p>

<p>2.12 Improve district-wide RtI strategies to support student achievement and identify struggling learners to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>			
<p>(Low Socio-economic & English Learner Subgroup) Preparation for pupil proficiency in English and math on Smarter Balanced Assessments.</p>	<p>EES;EMS; EHS;MHS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>District EL Coordinator position will provide targeted English Learner support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Supplemental \$12,221</p> <p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$17,000</p>
<p>(Low Socio-economic & English Learner Subgroup) Preparation for pupil proficiency in English and math on district-created benchmark exams aligned to Smarter Balanced exams.</p>	<p>EES;EMS; EHS;MHS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$1,744</p> <p>Provide additional reading support during the school day and after school. 1000-1999: Certificated Personnel Salaries Supplemental \$10,951</p>
<p>(Low Socio-economic & English Learner Subgroup) Monitoring of student academic achievement and provision of academic counseling/support.</p>	<p>EES;EMS; EHS;MHS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</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>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Continued Professional development to support quality instruction aligned with Common Core State Standards resulting in increased pupil proficiency on the Smarter Balanced Assessments. State measure to determine new API has not yet been developed. 2. An increase in pupil proficiency in English/math on district benchmark exams and EAP exams. 3. Continued student access at EES, EMS, and EHS 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. 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 for informational purposes, analysis of real-life documents, and the scientific process. 5. Continued student access to physical education materials, supplies, and lessons at the K-5 level. Instruction will continue to improve through materials acquisition. 6. Increased student participation in music at the K-8 level in the VITA program. 7. Increased student access to college visitations and college nights. The EUSD does not currently arrange for college visitations. 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. 9. Increased student access to inquiry-based lessons/projects in visual/performing arts and Career-Technical Education courses. 10. Increased student enrollment in middle school elective courses. The school will offer music, technology, and foreign language in 2015-2016. 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 implementation of AP Spanish Language class in 2015-2016. 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. 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, improve upon support structures for students, and determine the needs for potential additional services.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>An increase in pupil proficiency in English and math on Smarter Balanced Assessments to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide Smarter Balanced training for certificated staff and administration. 1000-1999: Certificated Personnel Salaries Base \$29,468</p> <p>Provide instructional aide support for elementary and middle school literacy. Increase direct services for small group reading pull out. 2000-2999: Classified Personnel Salaries Supplemental \$140,823</p> <p>District EL Coordinator position will provide targeted English Learner support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Supplemental \$12,221</p> <p>Provide administrative support for English/Reading through focus block, staff development, data analysis, and administering SIPPs. 1000-1999: Certificated Personnel Salaries Base \$25,000</p> <p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$23,201</p> <p>Provide program supervision, data collection, data analysis for the SIPPs reading program implemented on campus by instructional aides. 1000-1999: Certificated Personnel Salaries Concentration \$9,000</p>
<p>An increase in pupil proficiency in English and math on district-created benchmark exams aligned to Smarter Balanced exams to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide professional development time for teachers to create and refine district benchmarks aligned to the CCSS and Smarter Balanced Tests, develop CCSS-aligned lesson plans, review student achievement, and conduct teacher collaborative work. 1000-1999: Certificated Personnel Salaries Supplemental \$88,404</p> <p>Provide access to Illuminate web-based program (TIIG Funding). 5000-5999: Services And Other Operating Expenditures Supplemental \$4,000</p> <p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$3,487</p> <p>Provide substitute coverage for on-going reading assessments K-3. 1000-1999: Certificated Personnel Salaries Supplemental \$4,500</p> <p>Provide funding for Kindergarten and new student screening during August summer days. 1000-1999: Certificated</p>

			Personnel Salaries Supplemental \$2,750
Increased student access to extended day instruction focusing on reading, writing, and math to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$3,487 Purchase necessary reading or math software for use during extended day programming. 5000-5999: Services And Other Operating Expenditures Concentration \$5,000
Increased student access to inquiry-based lessons and laboratories in science and history to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase science laboratory equipment for high school animal anatomy, biology, and chemistry. 4000-4999: Books And Supplies Supplemental \$3,500 Purchase science related classroom supplies to support inquiry based learning at the high school. 4000-4999: Books And Supplies Supplemental \$5,500
Increased student access to physical education materials, supplies, and lessons at the K-5 level to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EES	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase elementary level equipment to support PE lessons in grades K-5. 4000-4999: Books And Supplies Supplemental \$3,500
Increased student participation in music at the K-8 level in the VITA program to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EES & EMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Fund staffing to support the VITA program. 5000-5999: Services And Other Operating Expenditures 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	EHS &	<input checked="" type="checkbox"/> All	Fund college day visits for students. 5000-5999: Services And

<p>college nights to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EMS</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Other Operating Expenditures Supplemental \$1,500 Provide transportation and support for college fair events. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p>
<p>Increased student access to career workshops and career field experiences to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EHS & EMS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Fund career-field related visits to work sites or technical schools for students. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000 Support site-based career day events. 1000-1999: Certificated Personnel Salaries Supplemental \$2,276</p>
<p>Increased student access to inquiry-based lessons/projects in visual/performing arts and Career-Technical Education courses to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</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>Increased student enrollment in middle school elective courses to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p> <p>2.11 Increase re-classification rate district-wide to support English Learners, including those who also qualify as low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase materials, supplies, and supplemental texts for middle school elective courses. 4000-4999: Books And Supplies Supplemental \$7,500 EL Coordinator will provide professional support via presentations, coaching, modeling, and data analysis to facilitate quality instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$12,221 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 \$2,000</p>

<p>2.12 Improve district-wide Rtl strategies to support student achievement and identify struggling learners to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>			
<p>(Low Socio-economic Subgroup) Preparation for pupil proficiency in English and math on Smarter Balanced Assessments.</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>District EL Coordinator will provide targeted English Learner Support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Supplemental \$12,221</p> <p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$17,000</p>
<p>(Low Socio-economic Subgroup) Preparation for pupil proficiency in English and math on district-created benchmark exams aligned to Smarter Balanced Assessments</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Provide additional reading support during the school day and after school. 1000-1999: Certificated Personnel Salaries Supplemental \$10,951</p>
<p>(Low Socio-Economic & English Learner subgroups) Monitoring of students' academic achievement and provision of academic/counseling support</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</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>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Actively engage parents and students to promote school attendance, a positive climate, and involvement in the school community.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	<p>Need:</p> <ol style="list-style-type: none"> 1. Increased parent involvement. 2. Improved attendance and decreased chronic absenteeism. 3. Improved graduation rate and decreased drop out rate. 4. Increased community involvement. 5. Decreased student suspensions and expulsions. 6. Improved school-parent communication. <p>Metrics:</p> <ol style="list-style-type: none"> 1. Annual records of parent attendance to School Site Council meetings, English Learners Advisory Council meetings, and Student-Led Conferences. 2. Quarterly reports tracking number of cleared parent volunteers at all levels in the EUSD. 3. Increased average daily attendance: EES 2014-15 Attendance Rate: 95.36; EMS 2014-15 Attendance Rate: 95.24; EHS 2014-15 Attendance Rate: 95.1 MHS 2014-2015 Attendance Rate: 81.08 The current chronic absenteeism rate district-wide is 7.2%. 4. Increased graduation rate: EHS 2013 Graduation rate: 94.7% MCHS 2013 Graduation rate: 88.2% 5. Increased community involvement in school-affiliated booster organizations. Increased participation measured through attendance to meeting and events. 6. School Climate Surveys implemented at all sites. Surveys to be implemented with students, faculty, and parents twice each school year.
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7. Increased school-community connectedness among students and staff. Surveys to be implemented with students, faculty, and parents twice each school year.

8. Increased “sense of safety” reported by students, staff, and parents. Surveys to be implemented with students, faculty, and parents twice each school year.

9. Decreased suspension rates for Esparto K-8, EHS, and Madison Continuation HS.

Esparto K-8 2013 Suspension Rate:4.8%; Esparto High School 2013 Suspension Rate: 6.9%; Madison Continuation HS 2013 Suspension Rate:13.3

Esparto K-8 Expulsion Rate: 0
EHS 2013 Expulsion Rate: 0
MCHS Expulsion Rate: 0

Goal Applies to: Schools: EES, EMS, EHS, MHS

Applicable Pupil Subgroups:

- English Learners
- Students with special needs
- Economically Disadvantaged students
- Hispanic
- White
- Foster youth

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:

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 parents cleared to serve as volunteers.
3. Continued increase in student attendance rates and decrease in chronic absenteeism. Student attendance at EES, EMS, and EHS has been adequate. There are, however, many students whose attendance needs improvement and few recognitions for positive attendance.
4. An increase in student graduation rates and a decrease in drop out rates. School administration and counseling 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.
5. Continued counseling services for students K-8 and decreased student suspension/expulsion rates. 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 County Office of Education. Additional counseling services for students at the K-8 level are needed.
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.
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 high school.
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.
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.
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.

Actions/Services	Scope of	Pupils to be served within	Budgeted
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	Service	identified scope of service	Expenditures
<p>Increased parent participation in Student-Led Conferences to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide funding for mailer and posters to facilitate parent communication. 4000-4999: Books And Supplies Supplemental \$2,000</p> <p>Purchase organizational materials and supplies to facilitate Student-Led Conferences. 4000-4999: Books And Supplies Supplemental \$2,250</p> <p>Purchase refreshments and food for Student-Led Conferences. 4000-4999: Books And Supplies Supplemental \$800</p> <p>Provide funding to support implementation of School Loop software. 5000-5999: Services And Other Operating Expenditures Supplemental \$4,000</p>
<p>Increased number of parents cleared to serve as volunteers to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Defray cost of fees associated to serve as a parent volunteer. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500</p>
<p>An increase in student attendance rates to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide funding for rewarding student attendance. 4000-4999: Books And Supplies Supplemental \$2,000</p> <p>Purchase certificates for perfect attendance. 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>Facilitate SARB process for excessive absenteeism. 2000-2999: Classified Personnel Salaries Base \$39,864</p> <p>Provide funding to support DARE education programming at the K-8 levels. 4000-4999: Books And Supplies Supplemental \$750</p> <p>Provide home to school transportation to facilitate improved daily attendance and increased student engagement. (2000-2999; 3000- 3999; 4000- 4999; 5000- 5999) 5000-5999: Services And Other Operating Expenditures Supplemental \$115,091</p>
<p>An increase in student graduation rates to support all students (including English Learners, low socio-</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Provide funding for after-school and Saturday tutoring. 1000-1999: Certificated Personnel Salaries Concentration \$3,487</p>

<p>economically disadvantaged students, and students with special needs).</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide monitoring for students failing behind in credits in 9th and 10th grade. 1000-1999: Certificated Personnel Salaries Base \$5,843</p>
<p>Increased counseling services for students K-8 to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide counseling services one day per week at the elementary campus (ERMHS Funding). 1000-1999: Certificated Personnel Salaries Supplemental \$23,000 Provide counseling services one day per week at the middle school campus (ERMHS Funding). 1000-1999: Certificated Personnel Salaries Supplemental \$23,000</p>
<p>Increased student access to academic field trips at K-8 level to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES & EMS</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide funding for transportation and facility fees associated with academic field trips at the K-8 level. 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000</p>
<p>Increased support for athletics and athletics transportation at the middle and high school level to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs)</p>	<p>EHS, EES & EMS</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide funding for athletics and athletic transportation for teams to travel to away games in all sports at the high school level. 5000-5999: Services And Other Operating Expenditures Supplemental \$26,500 Provide funding for athletics and athletic transportation for teams to travel to away games in all sports at the middle school level. 5000-5999: Services And Other Operating Expenditures Supplemental \$7,500</p>
<p>Increased awareness regarding anti-bullying strategies K-12 to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Provide anti-bullying training for all staff K-12. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500 Provide anti-bullying public speaker presentation for students</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	K-12. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500 <hr/> Purchase associated materials and visuals to support district-wide anti-bullying program. 5000-5999: Services And Other Operating Expenditures Supplemental \$4,500
(Low-Socio-Economic Subgroup) Defray cost of fees associated to serve as a parent volunteer.	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Establish funds to defray costs of tuberculosis exams, fingerprinting, and first-aid. 5000-5999: Services And Other Operating Expenditures Base \$2,500
(English Learner Subgroup) Support for school-home communication.	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Ensure translation services for announcements, letters, and phone calls eliciting parental involvement at each campus. 2000-2999: Classified Personnel Salaries Base \$24,105 <hr/> Increase student and parent access to complete course registration requests online, thus promoting active involvement in course selections. This will prepare students for online course registration at institutions of higher education in the future. 1000-1999: Certificated Personnel Salaries Base \$3,268

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

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 parents cleared to serve as volunteers.
3. Continued increase in student attendance rates. Also, decrease in chronic absenteeism. Student attendance at EES, EMS, and EHS has been adequate. There are, however, many students whose attendance needs improvement and few recognitions for positive attendance.
4. An increase in student graduation rates and a decrease in drop out rates. School administration and counseling 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.
5. Continued counseling services for students K-8 and decreased student suspension/expulsion rates. 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 County Office of Education. Additional counseling services for students at the K-8 level are needed.
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.
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 high school.
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.
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.
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.

Actions/Services	Scope of Pupils to be served within	Budgeted
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	Service	identified scope of service	Expenditures
Increased parent participation in Student-Led Conferences.	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide funding for mailer and posters to facilitate parent communication. 4000-4999: Books And Supplies Supplemental \$2,000 Purchase organizational materials and supplies to facilitate Student-Led Conferences. 4000-4999: Books And Supplies Supplemental \$2,500 Increased parent participation in Student-Led Conferences. 4000-4999: Books And Supplies Supplemental \$800 Provide funding to support implementation of School Loop software. 5000-5999: Services And Other Operating Expenditures Supplemental \$4,000
Increased number of parents cleared to serve as volunteers.	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Defray cost of fees associated to serve as a parent volunteer. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500
An increase in student attendance rates.	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide funding for rewarding student attendance. 4000-4999: Books And Supplies Supplemental \$2,000 Purchase certificates for perfect attendance. 4000-4999: Books And Supplies Supplemental \$1,000 Facilitate SARB process for excessive absenteeism. 2000-2999: Classified Personnel Salaries Base \$40,462 Provide funding to support DARE education programming at the K-8 levels. 4000-4999: Books And Supplies Supplemental \$750 Provide home to school transportation to facilitate improved daily attendance and increased student engagement. (2000-2999; 3000-3999; 4000-4999; 5000-5999) 5000-5999: Services And Other Operating Expenditures Supplemental \$119,000
An increase in student graduation rates.	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Provide funding for after-school and Saturday tutoring. 1000-1999: Certificated Personnel Salaries Concentration \$3,487 Provide monitoring for students failling behind in credits in 9th

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	and 10th grade. 1000-1999: Certificated Personnel Salaries Base \$5,843
Increased counseling services for students K-8.	EES & EMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide counseling services one day per week at the elementary campus. (ERMHS Funding) 1000-1999: Certificated Personnel Salaries Supplemental \$23,000 Provide counseling services one day per week at the middle school campus. (ERMHS Funding) 1000-1999: Certificated Personnel Salaries Supplemental \$23,000
Increased student access to academic field trips at K-8 level.	EES & EMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide funding for transportation and facility fees associated with academic field trips at the K-8 level. 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000
Increased support for athletics and athletics transportation at the middle and high school level to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs)	EHS, EES & EMS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide funding for athletics and athletic transportation for teams to travel to away games in all sports at the high school level. 5000-5999: Services And Other Operating Expenditures Supplemental \$28,500 Provide athletic transportation for teams to travel to away games in all sports at the middle school level. 5000-5999: Services And Other Operating Expenditures Supplemental \$8,000
Increased awareness regarding anti-bullying strategies K-12.	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Provide anti-bullying training for all staff K-12. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500 Purchase associated materials and visuals to support district-wide anti-bullying program. 5000-5999: Services And Other

		English proficient _ Other Subgroups: (Specify)	Operating Expenditures Supplemental \$6,000
(Low Socio-economic Subgroup) Defray cost of fees associated to serve as a parent volunteer.	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Establish funds to pay for tuberculosis exams, fingerprinting, and first-aid. 5000-5999: Services And Other Operating Expenditures Base \$2,500
(English Learner Subgroup) Support for school-home communication.	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Ensure translation services for announcements, letters, and phone calls eliciting parental involvement at each campus. 2000-2999: Classified Personnel Salaries Supplemental \$24,527 <hr/> Increase student and parent access to complete course registration requests online, thus promoting active involvement in course selections. This will prepare students for online course registration at institutions of higher education in the future. 1000-1999: Certificated Personnel Salaries Base \$3,268

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

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 parents cleared to serve as volunteers.
3. Continued increase in student attendance rates. Also, decrease in chronic absenteeism. Student attendance at EES, EMS, and EHS has been adequate. There are, however, many students whose attendance needs improvement and few recognitions for positive attendance.
4. An increase in student graduation rates and a decrease in drop out rates. School administration and counseling 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.
5. Continued counseling services for students K-8 and decreased student suspension/expulsion rates. 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 County Office of Education. Additional counseling services for students at the K-8 level are needed.
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.
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 high school.
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.
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.
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.

Actions/Services	Scope of Pupils to be served within	Budgeted
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	Service	identified scope of service	Expenditures
Increased parent participation in Student-Led Conferences to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EMS & EHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide funding for mailer, materials, and event production facilitate parent SLCs. 4000-4999: Books And Supplies Supplemental \$5,000 Provide funding to support implementation of School Loop software. 5000-5999: Services And Other Operating Expenditures Supplemental \$4,000
Increased number of parents cleared to serve as volunteers to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Defray cost of fees associated to serve as a parent volunteer. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500
An increase in student attendance rates to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding to support and reward attendance. 4000-4999: Books And Supplies Supplemental \$3,000 Facilitate SARB process for excessive absenteeism. 4000-4999: Books And Supplies Supplemental \$39,864 Provide home to school transportation to facilitate improved daily attendance and increased student engagement. (2000-2999; 3000- 3999; 4000- 4999; 5000- 5999) 5000-5999: Services And Other Operating Expenditures Supplemental \$125,000
An increase in student graduation rates to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide funding for after-school and Saturday tutoring. 1000-1999: Certificated Personnel Salaries Concentration \$3,487 Provide monitoring for students failing behind in credits in 9th and 10th grade. 1000-1999: Certificated Personnel Salaries Base \$5,843

<p>Increased counseling services for students K-8 to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES & EMS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide counseling services one day per week at the elementary campus (ERMHS Funding). 1000-1999: Certificated Personnel Salaries Supplemental \$23,000</p> <p>Provide counseling services one day per week at the middle school campus (ERMHS Funding). 1000-1999: Certificated Personnel Salaries Supplemental \$23,000</p>
<p>Increased student access to academic field trips at K-8 level to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EES & EMS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide funding for transportation and facility fees associated with academic field trips at the K-8 level. 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000</p>
<p>Increased support for athletics and athletics transportation at the middle and high school level to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EHS & EMS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide funding for athletics and athletic transportation for teams to travel to away games in all sports at the high school level. 5000-5999: Services And Other Operating Expenditures Supplemental \$29,000</p> <p>Provide athletic transportation for teams to travel to away games in all sports at the middle school level. 5000-5999: Services And Other Operating Expenditures Supplemental \$9,000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

3. 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 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.

requirements. All certificated teachers were deemed qualified and appropriately licensed to teach the subjects under their assignment.

3. EES: During the 14-15 school year EES piloted 2 publishers, Houghton-Mifflin and Pearson, for math. The 3 titles that are being piloted are Go Math, Math Expressions and enVision. 6 teachers from grades K, 1, 3, 4, and 5 have been included in the pilot, which runs from October 2014 to present. Though most pilots are free, Houghton-Mifflin did charge a fee for the materials used. All pilots provide consumables, teachers' materials and digital curriculum. The materials are giving teachers, parents, administration, and students and opportunity to experience CCSS based texts before a purchase commitment is made. We will be convening a meeting on March 23, 2015 to make a final decision on which publisher we will purchase.

EMS: Materials were purchased in August of 2014 for 8th grade Integrated Math, to support the three year implementation of the Integrated Math sequence at the High School. Additional College Preparatory Math texts were also purchased to support the 7th grade curriculum of CPM, in its second year of implementation.

EHS: Materials were purchased in July 2014 to enable the implementation of a three-year Integrated Math sequence. The Pearson texts provide consumable student books for eight years and teacher's editions with software components. The materials ensured that all students enrolled in Integrated Math 1, Integrated Math 2, and Integrated Math 3 had access to a Common Core Aligned textbook.

Madison High School purchased student subscriptions to UpFront Magazine (NY Times publication specifically for teens). The articles in the magazine provide rich opportunity for working on CCSS standards; developing critical reading and thinking skills, debate and communication practice, summarizing, comparing and contrasting, analyzing author's point of view, citing evidence....It also allows students to engage in discussion about current events across the world, helping students to be

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.

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 lab with computers that are 8 years old.

engaged and informed citizens. Madison purchased a classroom subscription to 'Reading A to Z' which provides leveled books across the disciplines. This allows all the students to be working on the same content material, but working with a book that is at an appropriate instructional level. It also allows the teacher to use the books in a variety of ways; projected on screen for whole group where the teacher can model active reading such as highlight, underline and annotating, small group reading to work on specific skills such as text features, context clues or vocabulary, or as individual reading practice to develop fluency and mastery

4. EUSD has provided three "All Day Professional Development Trainings" offered by Catapult Learning to all teachers K-12 in the district. Approximately 95% of teachers have attended the sessions which have focused on CLOSE reading, CCSS implementation, text complexity, and creating text dependent questions.

Due to the rigors of the Smarter Balanced Assessments, staff has also attended several district and site level Professional Developments on CAASSP, Illuminate and District Interim Assessments. These district and site in services were provided to all staff by our Technology Expert Chris Smith. Staff has received training on English Language Learners and how to identify them using CELDT data. All staff attended a series of professional developments put on by the Director of ELL Programs and Mrs. Wiese. This Professional Development, not only focused on understanding the new ELD Language Proficiency Levels and Reclassification, but ELD Strategies to apply into daily instruction. Professional development on the challenges of Long Term English Language Learners and how to best meet their academic needs across the curriculum was provided.

5. Esparto High School has implemented a new computer lab to ensure SBAC/CAASSPP readiness. The new lab provides 32 computers with internet access and the capability to support

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.

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.

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 units/lessons that address key EAP/ELM skills.

SBAC/CAASPP exams. The middle school campus installed the 30 computers previously in the high school computer lab.

6. EHS: School held A-G review meetings in November 2014 with 75 sophomores and juniors to discuss their A-G status as of Spring 2014. Individual plans have been created for all students involved. Their individual A-G reports will now include the first semester of the 2014-2105 school year. The school counselor reviewed the updated report during the individual registration meetings that are held with all sophomores and juniors in March 2015. At these meetings, students will plan the courses that they will need to take for the 2015-2016 school year in order to meet UC/CSU eligibility.

7. EHS: Currently the vast majority of students enrolled in CTE Digital Arts Media (21), CTE Floral Design (28), CTE Culinary (17), CTE Ag Construction (22), and CTE Stagecraft (16) have completed Fall semester with a C or better.

CTE Digital Arts Media: 95% students earning C or better for Fall Semester

CTE Floral: 92% students earning C or better for Fall Semester

CTE Culinary: 100% students earning C or better for Fall Semester

CTE Ag Construction: 100% students earning C or better for Fall Semester

CTE Stagecraft: 100% students earning C or better for Fall Semester

8. EHS: School held A-G review meetings in November 2014 with 75 sophomores and juniors to discuss their A-G status as of Spring 2014. Individual plans have been created for all students involved. Their individual A-G reports will now include the first

9. Staff development to support teacher professional growth at the high school level, focusing on Career-Technical Education and Advanced Placement.

semester of the 2014-2105 school year. The school counselor will review the updated report during the individual registration meetings that are held with all sophomores and juniors in March 2015. At these meetings, students will plan the courses that they will need to take for the 2015-2016 school year in order to meet UC/CSU eligibility.

Students earned 86% grades of C or better in A-G courses during fall semester. The actual percentage of students meeting A-G requirements will be calculated at the end of the school year, once spring semester grades are final. English Language Arts teachers met in February to design ten lessons intended to facilitate mastery on the EPT exam. The lessons will be implemented in March and April. Math teachers met in February to design ten lessons intended to facilitate mastery on the ELM exam. The lessons were implemented in March and April.

9. EHS: Our Advanced Placement History instructor attended the AP European History training. The AP European Exam is being overhauled this year for the first time since 1972. The instructor needs training on what the changes will be and how they will affect scoring of the exam and instruction of the class. Our instructor knows how the AP Exam is scored so that he can instruct in a manner that will facilitate student readiness.

Our English 11 instructor attended a Pre-AP English Literature and Composition training in order to learn about the skills and knowledge students are expected to learn through a Pre-AP course. In doing so, the instructor aligned her curriculum with CollegeBoard expectations (as well as Common Core) after obtaining a clear understanding of requirements, resources, strategies, and materials that would help prepare students for an advanced course.

Our Advanced Placement Spanish instructor attended an AP training for AP Spanish Language and Culture. The training was helpful because many of the teaching strategies could be implemented to coincide with the Common Core Curriculum.

Our Digital Arts Media (DAM) teacher attended the California Arts Educators Association convention and workshop in

10. Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees.

11. Continue to provide a two-year induction and training program for new teachers through Beginning Teacher Support and Assessment (BTSA).

Anaheim. The training encompassed many of the traditional arts disciplines but the focus for our staff was the Digital strand, an all day workshop on new digital media for CTE educators. The workshop focused on project based learning opportunities for students in graphic design, animation and contemporary digital media (tablet and 3D printer integration, wireless and smart phone app use, etc). Trainers introduced new websites that allowed students to integrate and share their learning with other online users as well as store their portfolios via cloud-based storage.

Our Culinary Arts instructor attended the 2015 Educating for Careers Conference. This annual conference provides an opportunity to share best practices and build on the progress that has been made in energizing and improving career readiness throughout California. Our Culinary Arts instructor also attended the Turning Risk Into Success (TRIS) conference at Chico State University and is now a certificated entrepreneurship trainer and mentor. She also attended the Cal Poly San Luis Obispo CaFes Olive Oil seminar.

10. The Board of Trustees recognized the dedication of all staff by compensating their 2014-15 fiscal year salary schedules by 4.5%. The total cost of this compensation package is:

ETA: \$181,504
CSEA: \$ 77,117
Unrepresented: \$50,744

11. EUSD provides Beginning Teacher Support and Assessment (BTSA) for our preliminary credential holders. At present we have 4 Support Providers for 4 new teachers who are working toward their clear credentials and 2 veteran teachers who are working toward their CTE certificates. The estimated cost to the district is \$49297. Currently 2 of our new teachers are on track to complete the 2 year program in one year due to their

	participation in the Early Completion Option. Another teacher is on track to clear her credential at the end of this school year. Our fourth teacher has successfully completed her first of two years of BTSA.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services																													
	Budgeted Expenditures		Estimated Actual Annual Expenditures																												
Conduct facility reviews to support all students.	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 conducted facility reviews at all sites to support all students.	District maintenance staff and administration conducted facility reviews. 0001-0999: Unrestricted: Locally Defined Base \$15,500 Facilities requiring improvements were repaired. 0001-0999: Unrestricted: Locally Defined Base \$25,000																												
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Conduct teacher credential reviews to support all students.	District administration and site administration monitor teacher credentialing through the teacher assignment process. 0000: Unrestricted Base \$112,649	District conducted credential reviews to support all students.	District administration and site administration monitored teacher credentialing through the teacher assignment process. 0001-0999: Unrestricted: Locally Defined Base \$112,649																												
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<p>Necessary instructional materials associated with Common Core State Standards will be purchased to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>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</p> <hr/> <p>Begin acquisition of CCSS aligned instructional materials and supplemental materials in math at the 6-8. 4000-4999: Books And Supplies Base \$9,000</p> <hr/> <p>Begin acquisition of CCSS aligned instructional materials and supplemental materials in math at the high school level. 4000-4999: Books And Supplies Base \$38,500</p>	<p>Necessary instructional materials associated with Common Core State Standards were purchased to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Acquired CCSS aligned instructional materials and supplemental materials in math at the K-5 level. EES piloted 2 publishers, Houghton-Mifflin and Pearson, for math. The 3 titles that were piloted are Go Math, Math Expressions and enVision. 6 teachers from grades K, 1, 3, 4, and 5 have been included in the pilot. 4000-4999: Books And Supplies Base \$2,300</p> <hr/> <p>Acquired CCSS aligned instructional materials and supplemental materials in math at the 6-8. 4000-4999: Books And Supplies Base \$9,000</p> <hr/> <p>Acquired CCSS aligned instructional materials and supplemental materials in math at the high school level. 4000-4999: Books And Supplies Base \$39,721</p>
<p>Scope of Service: District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District-wide staff development focusing on the Common Core State Standards will be provided during 4 non-student days to support all students (including English Learners, low socio-economically disadvantaged</p>	<p>Provide Common Core State Standards training during 4 non-student days. 1000-1999: Certificated Personnel Salaries Base \$75,200</p>	<p>District-wide staff development focusing on the Common Core State Standards was provided during 4 non-student days to support all students (including English Learners, low socio-economically disadvantaged students,</p>	<p>Provided Common Core State Standards training during 4 non-student days. 1000-1999: Certificated Personnel Salaries Base \$75,200</p> <hr/> <p>Professional development focusing on language acquisition was provided at</p>

<p>students, and students with special needs).</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>and students with special needs).</p>	<p>all sites during teacher release time and through regional trainings. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p>
<p>Scope of Service: District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increased student access to computer technology at the high school level to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Purchase computer technology for a lab at the high school campus. 6000-6999: Capital Outlay Supplemental \$40,250</p>	<p>District provided additional student access to computer technology at the high school level to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Purchased computer technology for a lab at the high school campus. 6000-6999: Capital Outlay Supplemental \$40,250</p>
<p>Scope of Service: Esparto High School</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Esparto High School</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increased percentage of pupils meeting A-G requirements to support all students (including English Learners, low socio-economically disadvantaged students, and students</p>	<p>Increase access to courses meeting A-G requirements through master scheduling. 0000: Unrestricted Base \$23,801</p>	<p>District worked to increase percentage of pupils meeting A-G requirements to support all students (including English Learners, low socio-economically disadvantaged students, and students</p>	<p>District worked to increase access to courses meeting A-G requirements through master scheduling. 0000: Unrestricted Base \$23,801</p>

<p>with special needs).</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>with special needs).</p>	<p>Annual meetings were 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>				
<table border="1"> <tr> <td data-bbox="100 362 241 435">Scope of Service</td> <td data-bbox="247 362 562 435">Esparto High School</td> </tr> </table> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Esparto High School		<table border="1"> <tr> <td data-bbox="1035 362 1176 435">Scope of Service</td> <td data-bbox="1182 362 1507 435">Esparto High School</td> </tr> </table> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Esparto High School	
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Scope of Service	Esparto High School						
<p>Increased completion of CTE capstone courses to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</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>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>EHS successfully increased completion of CTE capstone courses to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EHS supported 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>EHS provided funding to support CTE Culinary project-based learning experiences for students. 6000-6999: Capital Outlay Supplemental \$8,000</p> <p>EHS provided funding to support CTE Stage Craft project-based learning experiences for students. 6000-6999: Capital Outlay Supplemental \$7,000</p> <p>EHS provided funding to support CTE Floral Design project-based learning experiences for students. 6000-6999: Capital Outlay Supplemental \$3,000</p> <p>EHS provided funding to support CTE Agriculture Mechanics project-based learning experiences for students.</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>1000-1999: Certificated Personnel Salaries Supplemental \$7,000</p> <p>EHS provided funding to replace previous Agricultural Incentive Grant to support programs, materials, and activities. 0000: Unrestricted Concentration \$21,125</p>
<p>Scope of Service: Esparto High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Esparto High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increased percentage of pupils meeting UC/CSU eligibility to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</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>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>EUSD improved the percentage of pupils meeting UC/CSU eligibility to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Provided access to college visits, college fair events, and monitor student progress toward UC/CSU eligibility. 0000: Unrestricted Supplemental \$7,500</p> <p>Teachers collaborated 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>Established 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>Scope of Service Esparto High School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Esparto High School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Staff development to support teacher professional growth at the high school level, focusing on Career-Technical Education and Advanced Placement to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</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>Teacher professional growth opportunities were given at the high school level, focusing on Career-Technical Education and Advanced Placement to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EUSD provided funding for teacher attendance to conferences and workshops focusing on Career-Technical Education. 1000-1999: Certificated Personnel Salaries Supplemental \$3,500</p> <p>EUSD provided funding for teacher attendance to conferences and workshops focusing on Advanced Placement. 1000-1999: Certificated Personnel Salaries Supplemental \$4,000</p>
<p>Scope of Service Esparto High School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Esparto High School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>10. Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees to support all students (including English Learners, low socio-</p>	<p>Provide Funding to enable the attraction and retention of highly qualified professional staff and competitive compensation for employees. 1000-1999: Certificated</p>	<p>10. District enabled the attraction and retention of highly qualified professional staff and competitive compensation for employees to support all students (including English Learners, low socio-</p>	<p>EUSD provided funding to enable the attraction and retention of highly qualified professional staff and competitive compensation for employees. 1000-1999: Certificated</p>

<p>economically disadvantaged students, and students with special needs).</p> <p>11. Continue implementation of two-year BTSA support program for new teachers to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>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>economically disadvantaged students, and students with special needs).</p> <p>11. EUSD continued implementation of two-year BTSA support program for new teachers to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Personnel Salaries Base \$97,428</p> <p>EUSD provided funding to enable the attraction and retention of highly qualified professional staff and competitive compensation for employees. 1000-1999: Certificated Personnel Salaries Base \$52,384</p> <p>EUSD provided Beginning Teacher Support and Assessment (BTSA) for preliminary credential holders. At present we have 4 Support Providers for 4 new teachers who are working toward their clear credentials and 2 veteran teachers who are working toward their CTE certificates. 1000-1999: Certificated Personnel Salaries Base \$49297</p>
<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(English Learner Subgroup) Support for instructional materials in home language.</p>	<p>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</p>	<p>(English Learner Subgroup) EUSD provided support for instructional materials in home language.</p>	<p>Instructional materials were made available in English and Spanish depending on enrollment, and as deemed necessary by the District EL Coordinator. 0000: Unrestricted Base \$58,700</p>
<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils</p>	

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<p>(English Learner Subgroup) Support for school-home communication.</p>	<p>Ensure translation services and home-language services are offered by administrative support staff at K-5 campus. 2000-2999: Classified Personnel Salaries Base \$5808</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 \$6,384</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>(English Learner Subgroup) EUSD provided support for school-home communication.</p>	<p>EUSD provided translation services and home-language services by administrative support staff at K-5 campus. 2000-2999: Classified Personnel Salaries Base \$5808</p> <p>EUSD provided translation services and home-language services by administrative support staff at the high school campus. 2000-2999: Classified Personnel Salaries Base \$6,384</p> <p>EUSD provided translation services and home-language services by administrative support staff at District Office. 2000-2999: Classified Personnel Salaries Base \$10,003</p> <p>EUSD hired additional administrative support position at 6-8 campus. 2000-2999: Classified Personnel Salaries Base \$1,845</p>
<p>Scope of Service: District-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Establish course for ELD instruction. (English Learner Subgroup)</p>	<p>Offer ELD specific instruction during focus block at the K-6 level. 1000-1999: Certificated Personnel Salaries Supplemental \$16,000</p>	<p>EUSD established course for ELD instruction. (English Learner Subgroup)</p>	<p>EUSD offered 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>Continue to offer ELD & EL Reading intervention course at Esparto High School. 1000-1999: Certificated Personnel Salaries Supplemental \$16,000</p>		<p>EUSD offered ELD course 7-8. 1000-1999: Certificated Personnel Salaries Supplemental \$16,000</p> <p>EUSD continued to offer ELD & EL Reading intervention course at Esparto High School. 1000-1999: Certificated Personnel Salaries Supplemental \$16,000</p>
<p>Scope of Service Site-level</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Site-level</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide ELD-specific professional development at all levels. (English Learner subgroup)</p>	<p>Provide professional development in ELD instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$8,375</p>	<p>EUSD provided ELD-specific professional development at all levels. (English Learner subgroup)</p>	<p>EUSD provided professional development in ELD instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$8,375</p>
<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The analysis of program implementation and student achievement led to a reconsideration of the funding needed to adequately update facilities, address textbook needs, and support staff credentialing. As a result, the new iteration of the LCAP will include increased funding for facilities, increased funding for textbook adoption, and increased options to support teacher induction.</p>		

	New materials for grades K-5 math were identified for purchase and will be implemented in 2015-16.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Raise student achievement across the curriculum.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:	All Schools: <ul style="list-style-type: none"> • Esparto K-8 • Esparto High School • Madison High School 	
Expected Annual Measurable Outcomes:	1. Professional development to support quality instruction aligned with Common Core State Standards resulting in increased pupil proficiency on the Smarter Balanced Assessments.		<p>Actual Annual Measurable Outcomes:</p> <p>1. District-wide: Catapult Consulting was contracted with EUSD to conduct four professional developments throughout the year which staff attended during four non student work days. The areas in which Catapult focused on were: Building Knowledge on Close Reading and how to best engage students with inquiry based learning. EMS also attended a day of exploring text complexity and how to incorporate text dependent questions while exploring expository texts. An emphasis has been assessments and how to assess to assist with instruction. Esparto Unified School District has dedicated time this year to site trainings to assist teachers with the rigors of Common Core as well as with improving quality of instruction. Keeping student achievement at the core of all decision and delivery of instruction this year to assist instruction and keeping student achievement as the overall goal.</p> <p>This year staff has had a series of training in the area of technology and assessments with Chris Smith. Staff has had the opportunity to become versed in the use of Illuminate and benchmark assessments. Along with Illuminate, staff has had</p>
Applicable Pupil Subgroups:	<ul style="list-style-type: none"> • English Learners • Students with special needs • Economically Disadvantaged students • Hispanic • White • Foster youth 		

2. Preparation for pupil proficiency in English and math on district-created benchmark exams aligned to Smarter balanced exams.

the opportunity to learn how to design and assess student learning with Common Core aligned assessments. Staff has implemented benchmarks throughout the year, and has had the opportunity to meet as a staff to analyze data and discuss student achievement. Staff has also had the opportunity to schedule Interim Assessments in the areas of English Language Arts and Mathematics, which are created by the Smarter Balanced consortium.

Site Summary:

Esparto Elementary School has received training on the CTAP: California Learns Portal by a representative from Sacramento County Office of Ed (SCOE). This portal provides staff and students with resources to help them be successful in school. On the California Learns Portal, teachers and students can access streaming videos, online encyclopedias, math tutorials, technology help and web resources.

Esparto Middle School has had training in the areas of English Language Development by the district Director of ELL, Mrs. Phifer. EMS has a significant number of ELLs and trainings have occurred to better understand the California English Language Development Test (CELDT). In providing this training, staff has been able to identify ELLs, which by middle school are considered Long Term English Language Learners (LTELS). Training was provided in the area of Language Acquisition by Mrs. Phifer, to help assist teachers in understanding the challenges many students face in accessing academic language. Dr. Edgar Lampkin, from Yolo County Office of Ed (YCOE), was also invited to conduct a two series training for EMS and EES staff in unpacking the new ELD standards and how they work in tandem with the Common Core State Standards. Staff had the opportunity to unpack and understand new proficiency levels. Teachers had the opportunity to look at their content area standards and align ELD standards, and discuss best practices in ELD and SDAIE strategies in their classes.

Esparto High School has provided professional development on the implementation of the Illuminate web-based program to assess for learning. Additional staff development has included classroom instructional strategies, strategies to support

3. Increased 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.

struggling learners, and school-wide on-demand writing. Mrs. Wiese provided training for Esparto High School, in conjunction with EMS, to identify descriptors of LTELs and strategies to implement in the classroom, across the disciplines to helping student's access content.

2. School sites have created three benchmark periods throughout the year where teachers asses students implementing Illuminate benchmarks in the computer lab, to provide a testing environment similar to that of the CAASPP. Additional test preparation has been made possible through LCAP related funding for new computers and improved technology. This year EMS added a second computer lab to assist with accessibility as well with including a technology course for all 7th and 8th graders to help them be prepared with the online testing format.

Teachers will have implemented three Benchmark assessments prior to the State Assessments. This provides staff with the information needed to make any instructional changes before you are to administer the State Assessments in April. All benchmark assessments will be given on the computer. The school sites are now working to implement Interim Assessment Block (IABs) offered through the SBAC system. These results will help inform instruction and improve the district's readiness efforts as we move forward in addressing the CCSS and SBAC.

3.
EES: Instructional Aide support is provided daily through the use of SIPPS early literacy pullout instruction. The instructional aides also provide DIBELS instruction for students The Literacy Coach provides: SIPPS training for teachers, SIPPS instruction and assessment for students, DIBELS training for teachers and DIBELS instruction and assessment for students. Grade level ELA data analysis and planning meetings are facilitated by the Literacy Coach. ELA instructional support and Focus Block scheduling are also included in the tasks of the Literacy Coach. EES dedicates 160 minutes per week of Focused, leveled

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 for informational purposes, analysis of real-life documents, and the scientific process.

instruction. We offer enrichment, leveled intervention and English Language Development classes. SIPPS pullout instruction is carried out throughout the day for our academically most needy students. DIBELS progress monitoring for our “at risk” and “below benchmark at risk” students is conducted weekly. Kindergarten and First grade staff meets weekly with the Literacy Coach to discuss and plan for ELA.

EMS: This year, EMS added a section of ELD instruction for ELLS, focusing on new comers, and those who are scoring at levels of Intermediate or below on CELDT. Supplemental curriculum was purchased to be utilized in the course taught by Mr. Gracia. Afterschool intervention was also built into the year, rotating every five weeks. Students were invited based on teacher recommendation, benchmark scores, CELDT scores and in class performance. Mr. Gracia offered math support, as well as homework support in all content areas. Mr. Hayward also taught a session of intervention to offer additional support in the area of reading and writing.

EHS: Extended day programming began on September 15, 2014. The program has been staffed by two credentialed high school teachers (English & Math). Tutoring has taken place after school from 3:15 - 4:15 approximately 4 days a week. Attendance to tutoring is based on students earning D or F grades in their core classes (English, math, science, history) and fluctuates due to students improving their grades. The School Loop software program has dramatically increased student accountability as their parents receive nightly reports regarding their homework completion, attendance, and grades.

4. Science instruction for many years took place at Esparto High School without the necessary, minimum equipment to implement grade level, standards based laboratory instruction. As a result of LCAP funding, students have been involved in numerous lab experiences this year. Students took part in a plant growth and analysis lab utilizing the new mobile plant terrarium. Students also took part in investigating endothermic and exothermic thermal chemistry utilizing pre-designed laboratory kits meeting STEM requirements.

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.

6. Increased student participation in music at the K-8 level in the VITA program.

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.

Student achievement in Chemistry and Biology has been outstanding thus far. Approximately 90% of students have earned an A or B grade in the fall semester. Staff has monitored the student's improved investigative abilities as result of the increase in lab activities. In prior years, students would have completed approximately 5 laboratory exercises between August and March. This year, our science instructors have been able to implement 17 lab exercises with students.

5. EES has invested in high quality PE equipment. As such, we have purchased 7 ball carts, 7 pad locks, and 7 sets of class equipment including: Frisbees, footballs, sponge balls, basketballs, soccer balls, volleyballs, and play ground balls. The total amount spent on this endeavor: \$ 3582.69. Students must receive 100 minutes of structured physical education per week.

6.
EES: Through the VITA music program, music instruction is being provided for students in grades K-5. This includes vocal and instrumental music. Students in different grade spans receive different musical instruction. The primary grades receive vocal instruction, upper primary receives recorder instruction and 5th grade students have access to violin instruction. The cost for personnel to man this project is \$25, 000 and an additional \$5000 has been budgeted for supplies. Increased music participation occurred because VITA staff was able to spend additional time providing direct music instruction in 2014-2015.

EMS: EMS received a donation of 80 ukulele from Watermelon Music in Davis, and is being provided an instructor, Keith Cary, who will be teaching all 6th grade classes. This year EMS added music as a zero period. Carrie Clark teaches music before school twice a week to a select group of students. EMS hopes to continue offering music programs.

7. In September of 2014, Esparto High School created an online application for students who were interested in attending college and career field trips. By creating an online student application for college visits, EHS formalized the process of selecting

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.

students to attend college trips. On the application, students were required to think critically about what they were looking for in a college, university or technical school. Rosters for each of the college visits were developed based on student responses to questions about high school preparation, location, prestige, and degrees offered. In order for the application to be complete, students were required to take an online interest inventory, and to submit a resume. The application was available to all sophomores, juniors and seniors enrolled at EHS. In total, 56 applications were received: 10 applications from sophomores, 21 applications from juniors and 25 applications from seniors.

In 2014-2015, Esparto High School made college visitations to the following schools: UC Davis, Chico State, Solano Community College, Stanford, UC Berkeley, Cal Poly San Luis Obispo, UC Santa Barbara, UCLA, USC, Oregon State and the University of Oregon. Each trip was organized to include a general tour, lunch on campus, a tour of student housing, and a student panel or admissions information session. Each trip also included unique experiences such as a demonstration by the head of the Physics department at Chico State, a lesson in wrapping an injured ankle with the Sports Medicine department at Solano CC, and the opportunity to attend psychology, microbiology, ecology and chemistry lectures at UC Berkeley. Each trip was designed to provide first-hand exposure to the campus, an understanding of the requirements for admission, and an awareness of the programs and degrees offered at each school.

College visits are critical to our students ability to make informed decisions about their post-high school education options. Many students from Esparto do not have the ability to make these visits on their own due to parent work schedules or financial situations. These trips promote a culture of higher education on our campus and help student to understand the preparation that is necessary to attend college after graduation.

Madison High School visited 3 local colleges; Woodland Community College, UTI and Art Institute. Students were given a guided tour and had the chance to compare and contrast community college versus vocational college.

9. Increased student access to inquiry-based lessons/projects in visual/performing arts and Career-Technical Education courses.

8. Advanced CTE Culinary was able to travel to the Cache Creek Casino and tour all of the food and beverage facilities. The tour was led by the Casino's Executive chef and the General Manager of Food and Beverage for the entire resort. Students learned about many job opportunities in the Food and Beverage Industry.

Future field experiences include a visitation to Manas Meat market, Full Belly Farm, the Seka Hills Olive Mill.

In the class "Skills for Independent Living" Madison High School students took a career and technical skills aptitude test. They also took online tutorials related to real-world computer applications such as Microsoft Office (Word, Excel PoerPoint), 3-D modeling programs (Google Sketch-up, Maya), photo, video and audio editing programs (FinalCut, Adobe PhotoShop and Reason). All students enrolled in this class went through the process of developing a resume, learning job hunting and interview skills and how to fill out income and wage forms (I-9 and W-2).

9.
 General construction/prop /set materials
 Students have been able to produce set materials, props, for a major theatrical production. Instruction on the handling and manipulation of materials including techniques for image transfer, basic carpentry, paint and applique, pattern design and decoration were covered in great detail.
 Project examples include: painting projects on a large scale using drops and flats, projection and transfer skills using our artograph projector, and skill acquisition in the use of basic theater hardware, adhesives, pattern and motif application, manipulation of wood, canvas, theater fabric (scrim), and framing.

Wireless Battery powered hand tools
 Wireless, battery- powered tool sets have made access to a remote work space safer and more efficient. Tools are easier to handle for a variety of skill levels and can be used anyone in our auditorium. Basic construction can be managed and initiated by the student with very little maintenance and maximum maneuverability. With multiples in place, construction design

10. Increased student enrollment in middle school elective courses. The school will offer music and technology in 2014-2015.

principles can be applied using any or all of the tools in our sets for a crew that chooses to focus on construction for its independent, pre-production work.
Project examples include: basic power tool maintenance (battery re-charge, clean-up, safety), principles of adhesion, support, framing, tensile strength, materials suitability, design vs. application projects (Hollywood flats, risers, wagons and ramps), and flat/riser construction

Sound and Technology

Major additions to our sound system include wireless mixers, adapters and transmitter/receivers. Students in stagecraft are able to collect, edit and manage our audio system wirelessly and with smart phone technology. Sound science is covered in great detail and is explored with practical applications with modern hardware that delivers technology in digital age.

Project examples include: Use of industry standard ADAPT/STEM-and SMART phone based software to edit, transfer, and manage multiple frequencies in a digital format to manipulate sound effects, manage vocals and alter sound cycles for effect. Software used: QLAB, AUDACITY, LOGIC PRO and the MACKIE MIXER wireless iPad Application.

Actors are trained in projection and handling of wireless microphone technology in a production environment in a major theatrical production

Actors gain exposure and training in the proper use of microphone pick-up patterns (Cardioid, Bi-directional, Supercardioid, phantom powered) for performance).

Light and Technology

New LED technology in both the fixtures and console has provided students with cutting-edge light management instruction for traditional lighting plots and special effects integration. Our digital ETC ELEMENT console provides new areas for color and light applications and provides an endless array of colors for use in light plot and projection projects.

Training in saturation, additive color theory, McCandless Color lighting and the use of color profiles in both RGB and RGBa models are now possible with our lighting crew.

Project examples include: ETC ELEMENT training (students can be trained using current SMART-PHONE wireless mixing technology).

Global E-Training

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 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.

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.

Global E-Training has brought self-directed, project based learning to a whole new level. Lessons are both technical and creative and allow the student to work with audio, video and traditional written instruction. With generous grant materials already in place, students are able to design STEM-based models and apply them to media in a variety of disciplines (Animation, Video and Graphic Design). Training in large format poster print and Video Editing will be explored in the 2nd half of the course.

10. Currently all students receive technology as their elective. All 7th graders are enrolled in technology. 8th graders are also offered technology and health courses. Currently EMS is developing a master schedule that will offer an "expo" period that will build electives into the academic day. Some electives that have been suggested are journalism, robotics, leadership, agriculture and advanced technology.

11. EHS: Esparto High School has moved forward on the implementation of expanded Advanced Placement courses, training, and readiness efforts. The school will be sending four teachers to Advanced Placement 5 Day seminars in July 2015 to help those teachers prepare for the upcoming school year. Four of those teachers have applied for Advanced Placement Summer Scholarship and one, thus far, has received notification of the award.

The school has included Advanced Placement Spanish on course requests forms for the current year and expects to offer one section of the course in 2015-2016. The school has also begun the process of creating an Honors English 11 course which could better prepare students for Advanced Placement English Literature.

The 2015 Advanced Placement scores demonstrate that approximately 51% of Esparto High School students taking AP exams score 3+. The five year average from 2009 through 2013 was 20%.

13. Improve student achievement through district-wide implementation of Rtl 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.

EMS: Currently EMS offers one section of Honors Integrated Math.

12.
District wide, 373 students were assessed with CELDT this year. 40 students k-12 scored advanced, of which will re-designate (11%) over 94 scored Early Advanced on CELDT and are potential candidates for reclassification based on teacher and parent input . Annual goals are to aim to reclassify 10% of our ELL population, which we have met. This speaks volumes to the ELD instruction that is happening district-wide. It also suggests that instruction at the PK-5 through focus block, as well as 6th grade focus block which delivers explicit targeted instruction, at homogeneous levels. Staff is provided curriculum by Director of EL programs, as well is offered coaching and model lessons. Supplemental curriculum was is also available for staff to check out to assist with Language Development. Director of EL collaborates with administration from each site to discuss progress and coaching as needed. At 7th and 8th grade levels an additional teacher and course have been added to provide needed ELD instruction for ELLs and LTELs. At secondary, interventions are provided in content areas and after school.

13.
EES staff has worked all year to use early literacy, benchmark and content assessments to support student achievement. Students' progress is reviewed by administration, staff and literacy coach to identify those students who are in need of additional supports and interventions. Students identified are then discussed collaboratively with staff in meetings to discuss methods of intervention that can take place in class, afterschool prior to referring to the Student Success Team (SST). SST coordinator maintains communication with staff about RTI that has been implemented in class to assist students have access to core content. Parents are also included in discussions, and students receive invitations to attend interventions based on need.

EMS: Staff has worked all year to use benchmark and content assessments to support student achievement. Each trimester,

		<p>students' progress reports are reviewed by administration to identify those students who are in need of additional supports and interventions. Students identified are then discussed collaboratively with staff in meetings to discuss methods of intervention that can take place in class, after school prior to referring to the Student Success Team (SST).</p> <p>Esparto High School staff, counselor, and administration has implemented a thorough process for SST identification, parent involvement, student research, and curriculum. The process implemented has included Tier 1 interventions which include Saturday tutoring, after school tutoring, School Loop communication, and progressive discipline. When concerns are not addressed, the process moves forward to Tier 2 interventions which include Wellness Referrals, Behavior Contracts, SART, and targeted instructional support.</p> <p>The teacher at Madison attended a two-day Restorative Practices training. Many of these techniques have been integrated into the daily classroom routine; check in and check out circles, "time-out" options, restoration/reparation in lieu of suspension, among others. The atmosphere at the school is one of common goals and a sense of purpose. Restorative practices have nearly eliminated classroom behavior problems such as defiance and disruption.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Preparation for pupil proficiency in English and math on Smarter Balanced Assessments to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	Provide Smarter Balanced training for certificated staff and administration. 1000-1999: Certificated Personnel Salaries Supplemental \$0	EUSD embarked on preparation for pupil proficiency in English and math on Smarter Balanced Assessments to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	EUSD provided Smarter Balanced training for certificated staff and administration. 1000-1999: Certificated Personnel Salaries Supplemental \$0
	Provide instructional aide support for elementary school literacy. 2000-2999: Classified Personnel Salaries Other Title 1 \$36,000; Title 3 \$37,000		EUSD provided instructional aide support for elementary school literacy. 2000-2999: Classified Personnel Salaries Other Title 1 \$36,000; Title 3 \$37,000
	District EL Coordinator position will provide targeted English Learner support through consultation,		EUSD provided District EL Coordinator position for targeted English Learner support through

	<p>modeling, and training. 1000-1999: Certificated Personnel Salaries Supplemental \$33,000</p> <p>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</p> <p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$32,000</p>		<p>consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Supplemental \$33,000</p> <p>EUSD provided Literacy Coach for 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</p> <p>EUSD provided after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$21,000</p>
<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Preparation for pupil proficiency in English and math on district-created benchmark exams aligned to Smarter balanced exams to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Provide professional development time for teachers to create and refine district benchmarks aligned to the CCSS and Smarter Balanced Tests, develop CCSS-aligned lesson plans, review student achievement, and conduct teacher collaborative work. 0000: Unrestricted Base \$193,131</p> <p>Provide access to Illuminate web-based program. 0000: Unrestricted Other TIIG (\$6,000)</p> <p>Provide after school and Saturday</p>	<p>EUSD began preparation for pupil proficiency in English and math on district-created benchmark exams aligned to Smarter balanced exams to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EUSD provided professional development time for teachers to create and refine district benchmarks aligned to the CCSS and Smarter Balanced Tests, develop CCSS-aligned lesson plans, review student achievement, and conduct teacher collaborative work. 0000: Unrestricted Base \$193,131</p> <p>EUSD provided access to Illuminate web-based program. 0000: Unrestricted Other TIIG (\$6,000)</p> <p>EUSD provided after school and</p>

	<p>tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Provide additional reading support during the school day and after school. 0000: Unrestricted Other \$10,000</p>		<p>Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>EUSD provided additional reading support during the school day and after school. 0000: Unrestricted Other \$10,000</p>
<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increased student access to extended day instruction focusing on reading, writing, and math to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$0</p> <p>Purchase necessary reading or math software for use during extended day programming. 4000-4999: Books And Supplies Concentration \$0</p>	<p>EUSD provided increased student access to extended day instruction focusing on reading, writing, and math to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EUSD provided after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$0</p> <p>EUSD purchased necessary reading or math software for use during extended day programming. 4000-4999: Books And Supplies Concentration \$0</p>
<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

<p>proficient _ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>Increased student access to inquiry-based lessons and laboratories in science and history to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Purchase science laboratory equipment for high school biology and chemistry. 6000-6999: Capital Outlay Supplemental \$11,000 Purchase science related classroom supplies to support inquiry based learning at the high school. 6000-6999: Capital Outlay Supplemental \$7,000 Purchase inquiry-based history supplemental materials for high school history courses. 4000-4999: Books And Supplies Supplemental \$2,000</p>	<p>EUSD improved and increased student access to inquiry-based lessons and laboratories in science and history to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EUSD purchased science laboratory equipment for high school biology and chemistry. 6000-6999: Capital Outlay Supplemental \$11,000 EUSD purchased science related classroom supplies to support inquiry based learning at the high school. 6000-6999: Capital Outlay Supplemental \$7,000 EUSD purchased inquiry-based history supplemental materials for high school history courses. 4000-4999: Books And Supplies Supplemental \$2,000</p>
<p>Scope of Service Esparto High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service Esparto High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Increased student access to physical education materials, supplies, and lessons at the K-5 level to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Purchase elementary level equipment to facilitate PE lessons in grades K-5. 4000-4999: Books And Supplies Supplemental \$5,000</p>	<p>EUSD increased student access to physical education materials, supplies, and lessons at the K-5 level to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EUSD purchased elementary level equipment to facilitate PE lessons in grades K-5. 4000-4999: Books And Supplies Supplemental \$5,000</p>
<p>Scope of Service Esparto K-8</p> <hr/> <p><input checked="" type="checkbox"/> All OR:</p>		<p>Scope of Service EES & EMS</p> <hr/> <p><input checked="" type="checkbox"/> All OR:</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Increased student participation in music at the K-8 level in the VITA program to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Fund staffing to support the VITA program. 1000-1999: Certificated Personnel Salaries Supplemental \$25,000</p> <p>Fund instruments to support the VITA program. 4000-4999: Books And Supplies Supplemental \$5,000</p>	<p>EUSD increased student participation in music at the K-8 level in the VITA program to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EUSD provided funding to facilitate staffing the VITA program. 1000-1999: Certificated Personnel Salaries Supplemental \$25,000</p> <p>EUSD provided funding for instruments to support the VITA program. 4000-4999: Books And Supplies Supplemental \$5,000</p>
<p>Scope of Service: Esparto K-8</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service: EES & EMS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Increased student access to college visitations and college nights and increased achievement on Advanced Placement exams to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Fund college day visits for students. 0000: Unrestricted Supplemental \$3,000</p> <p>Provide transportation and support for college fair events held in the regional area. 0000: Unrestricted Supplemental \$1,500</p>	<p>EUSD increased student access to college visitations and college nights and increased achievement on Advanced Placement exams to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EUSD funded college day visits for students. 0000: Unrestricted Supplemental \$3,000</p> <p>EUSD provided transportation and support for college fair events held in the regional area 0000: Unrestricted Supplemental \$1500</p>
<p>Scope of Service: Esparto High School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners 		<p>Scope of Service: Esparto High School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners 	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increased student access to career workshops and career field experiences to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Fund career-field related visits to work sites or technical schools for students. 0000: Unrestricted Supplemental \$3,000 Support site-based career day events. 0000: Unrestricted Supplemental \$0</p>	<p>EUSD increased student access to career workshops and career field experiences to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EUSD funded career-field related visits to work sites or technical schools for students. 0000: Unrestricted Supplemental \$3,000 EUSD supported site-based career day events. 0000: Unrestricted Supplemental \$0</p>
<p>Scope of Service Esparto High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Esparto High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increased student access to inquiry-based lessons/projects in visual/performing arts and Career-Technical Education courses to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</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>EUSD increased student access to inquiry-based lessons/projects in visual/performing arts and Career-Technical Education courses to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EUSD purchased equipment, supplies, and materials to facilitate visual and performing arts projects, performances, and lessons. 4000-4999: Books And Supplies Supplemental \$12,500</p>
<p>Scope of Service Esparto High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service Esparto High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>_ Other Subgroups: (Specify)</p>			
<p>Increased student enrollment in middle school elective courses to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p> <p>2.11 Increase re-classification rate district-wide to support English Learners, including those low socio-economically disadvantaged students, and students with special needs).</p> <p>2.12 Improve district-wide RtI strategies to support student achievement and identify struggling learners to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</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>EUSD increased student enrollment in middle school elective courses to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p> <p>2.11 EUSD increased re-classification rate district-wide to support English Learners, including those low socio-economically disadvantaged students, and students with special needs).</p> <p>2.12 EUSD improved district-wide RtI strategies to support student achievement and identify struggling learners to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EUSD purchased materials, supplies, and supplemental texts for middle school elective courses. 4000-4999: Books And Supplies Supplemental \$5,000</p> <p>EL Coordinator provided professional support via presentations, coaching, modeling, and data analysis to facilitate quality instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$33,000</p> <p>EUSD established and implemented 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>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Preparation for pupil proficiency in English and math on Smarter Balanced Assessments.</p>	<p>District EL Coordinator position will provide targeted English Learner support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Supplemental \$32,000</p>	<p>EUSD ensured preparation for pupil proficiency in English and math on Smarter Balanced Assessments.</p>	<p>District EL Coordinator position provided targeted English Learner support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>EUSD provided after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Supplemental \$32,000</p>
<p>Scope of Service: District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Preparation for pupil proficiency in English and math on district-created benchmark exams aligned to Smarter balanced exams.</p>	<p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>Provide additional reading support during the school day and after school. 1000-1999: Certificated Personnel Salaries Supplemental \$10,000</p>	<p>EUSD established strategies to support preparation for pupil proficiency in English and math on district-created benchmark exams aligned to Smarter balanced exams.</p>	<p>EUSD provided after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>EUSD provided additional reading support during the school day and after school. 1000-1999: Certificated Personnel Salaries Supplemental \$10,000</p>
<p>Scope of Service: District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:</p>		<p>Scope of Service: District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>Monitoring of students' academic achievement and provision of academic/counseling support. (Low Socio-Economic & English Learner subgroups)</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>EUSD monitored students' academic achievement and provision of academic/counseling support. (Low Socio-Economic & English Learner subgroups)</p>	<p>Data analysis took place and focused on student achievement on a quarterly basis. School administration and support staff evaluated student achievement on benchmark exams using Illuminate Program. 1000-1999: Certificated Personnel Salaries Supplemental \$7,500</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District-wide</td> </tr> </table> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	District-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District-wide</td> </tr> </table> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	District-wide	
Scope of Service	District-wide						
Scope of Service	District-wide						
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>A review of the student achievement LCAP goal will result in a modified instructional support system for early reading intervention. There will be additional instructional aide staffing for providing small group reading tutoring. This will result in increased spending on instructional aide personnel. In addition, school administration will take on an increased role in monitoring reading intervention, analyzing data, and implementing changes to the program as needed.</p> <p>The analysis of the 2014-15 LCAP also led to increased funding to support arts education and increased efforts to increase student achievement on standardized exams. At the middle school level, elective courses will be implemented for the first time in many years and school administration will work to support those courses. The high school has new courses on the schedule (AP Spanish, Basic Food Preparation, Advanced Digital Arts Media, Spartan Success) which will require financial and technical support. Some new courses are also being taught concurrently with Woodland Community College in a effort to bring increased attention and focus to courses offered at EHS.</p> <p>Additional technology to facilitate SBAC and CCSS readiness will be included in the new LCAP.</p>						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Actively engage parents and students to promote school attendance, a positive climate, and involvement in the school community.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:	All Schools: <ul style="list-style-type: none"> • Esparto K-8 • Esparto High School • Madison High School 	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:		
	<ul style="list-style-type: none"> • English Learners • Students with special needs • Economically Disadvantaged students • Hispanic • White • Foster youth 		
	<p>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 grades 6-8 will resume participation in Student-Led Conferences.</p>		<p>Actual Annual Measurable Outcomes:</p> <p>1. EMS resurrected Student Led Conferences this year, which gave parents an opportunity to come and meet staff, and discuss their child's academic progress in grades 6-8. Of the 209 students enrolled, EMS had a 98% parent attendance. During Student Led Conferences this year, lap tops were made available for parents so they could sign up for School Loop accounts. Administration writes and sends home monthly newsletters in Spanish and English to keep families abreast of what is happening on campus, what current meetings, athletic and social events are taking place. Parents can also access monthly calendar of events on our school web page. Teachers maintain School Loop pages current and parents can reach out to staff via email at any time. D/ELAC parent meetings are held quarterly to keep Latino Parents informed of current policies and programs in place. School Loop and LCAP training has taken place. EMS has had to develop a School Site Council, independent of the Elementary school. School site is another way parents are involved and informed of what is taking place at EMS, District information and the LCAP. Auto dialer messages</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.

3. An 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.

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.

are also made weekly with current events and important updates and information which goes out to all students' homes.

EHS continued with Student Led Conferences and attendance continued at a high rate. EHS had a 92% parent attendance rate to the event and critical feedback regarding the process was solicited and received.

2. EUSD recognizes the importance of parent involvement. As such, 34 parent volunteers across the district were fingerprinted free of charge to families. Total cost to the district for this was \$685.00. Of the 34 parents who were fingerprinted, 19 have students only at the elementary school.

EMS along with EES provided Live Scanning fingerprinting on site this year, during Back to School Night. EMS allocated LCAP dollars in the to cover the cost of parents becoming eligible volunteers. Esparto High School has also encouraged parent volunteerism through coordination with the district office. To date, an additional 45 parents have become cleared volunteers in 2014-2015.

3. Attendance at EES for the first 7 months of school has been an average of 95.82%. This could be higher. EES would like to increase attendance through student recognition and if necessary through sanctions via processes such as Student Attendance Review board. EES would like to be included in the expenditure of funds for student recognition.

Year to date attendance at the middle school at EMS for the first 7 months of school has been an average of 95.98%.

Student attendance has increased substantially at Esparto High School in 2015-2016. Year to date attendance at the high school is 97.03% in 2014-2015. This is an increase of 1.14% over last year.

4. Graduation rates and promotion rates will be available in June. However, student grades at the high school indicate that

5. Increased 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.

6. Increased 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.

the school's graduation rate will increase over 2013-2014.

5. EUSD Wellness committee meets monthly. Students in need of counseling or mental health assistance are referred and matched with a support provider. Progress, needs and changes are monitored at monthly Wellness meetings. In attendance at these meetings are: the district nurse, the district psychologist, elementary, middle & high school staff, MSW counselors, and mentors from the community. Currently EES has access to the district nurse on site and district psychologist each, one day per week. The EUSD Wellness committee manages the counselors who provide services for elementary students to ensure that our students are getting services. At this time there are no students on a waiting list. All who have been referred are receiving services. Having a full time nurse and full time psychologist makes this possible. At present there are 13 EES students receiving counseling services.

EUSD has a full time psychologist which serves all four campuses. EUSD Wellness committee meets monthly. Students in need of counseling or mental health assistance are referred and matched with a support provider. Progress, needs and changes are monitored at monthly Wellness meetings. In attendance at these meetings are: the district nurse, the district psychologist, elementary, middle & high school staff, MSW counselors, and mentors from the community. Currently EES has access to the district nurse on site and district psychologist each, one day per week. The EUSD Wellness committee manages the counselors who provide services for EMS students to ensure that our students are getting services. At this time there are no students on a waiting list. All who have been referred are receiving services. Having a full time nurse and full time psychologist makes this possible. At present there are 18 EMS students receiving counseling services.

6. At EES, each grade level has schedule one educational field trip for the 14-15 year. The total budget for EES is \$6400. This total is divided between 18 classrooms for a total of \$355.56 per teacher. Trips taken this year so far: Sacramento Zoo, Cache

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 high school.

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.

9. Implementation of student, teacher, and parent surveys to facilitate parent trainings, student programs, and teacher training.

Creek Conservancy, Vacaville Theater Group, Exploratorium, and Mondavi Center for the Performing Arts.

Science Camp \$2000.00
Cache Creek Conservatory \$200
8th grade trip 1,000

7. Esparto High School has offered athletic's transportation for the first time in several years. The transportation has been provided for all sports, to all but one league contest per season. The school has experienced dramatic increases in the number of students participating in sports, due in part to the removal of the financial obstacle associated with parent-provided transportation.

EMS has had funding allocated to help with transportation costs to and from away games for every season this year. From September through March, we have had transportation costs covered by LCAP in the total amounts of \$2,101.75

8.
Parent meetings are scheduled at times that are more convenient for parents to attend. Two Title I/Supplemental Ed. Services meetings were held this year; one in November and a second in January. Translator services are provided at all parent meetings. EES makes a special point to do outreach to our SED and EL parents in order to create an inclusive input on important school issues. During our ELAC meetings we address issues such as: common core standards, explanations of programs, and how to support their students at home.

EUSD recognizes the importance of parent involvement. As such, 34 parent volunteers across the district were fingerprinted free of charge to families. Total cost to the district for this was \$685.00. Of the 34 parents who were fingerprinted, 15 have students only at the elementary school.

Parent meetings are scheduled at times that are more convenient for parents to attend. This year we hosted Student Led Conferences, which of the 209 students in attendance; we had over 95% attendance, which proved to be a huge success.

Survey responses will also be included in evaluations of LCAP goals, actions, and services.

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. 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.

Parent phone calls, monthly newsletters and school marquee are a great way of communicating upcoming parent meetings and events. Translator services are provided at all parent meetings, and all information is sent home in English and Spanish. EMS makes a special point to do outreach to our SED and EL parents in order to create an inclusive input on important school issues. During our ELAC meetings we address issues such as: common core standards, explanations of programs, and how to support their students at home.

9. Surveys constitute a good majority of our community input for developing and evaluating programs and services at EES. This year has seen the administration survey to evaluate administration, the community LCAP survey, the staff LCAP survey, the California Healthy Kids Survey, and an EES specific LCAP survey. All of this information and data is used to help create programs and services to best meet the needs of our students.

EMS has made strides in to keeping open communication with community, students and staff and this year parents have been asked to complete surveys about leadership in the district, as well as provide input on changes to the improve school climate and courses at EMS. Staff also participated in the surveys, one in particular which asked for their input on how we are addressing the needs of student achievement and LCAP goals and requirements. School wide, students also participated in the California Healthy Kids Survey, along with staff.

10. EMS: Administration writes and sends home monthly newsletters in Spanish and English to keep families abreast of what is happening on campus, what current meetings, athletic and social events are taking place. Parents can also access monthly calendar of events on our school web page. Teachers maintain School Loop pages current and parents can reach out to staff via email at any time.

D/ELAC parent meetings are held quarterly to keep Latino Parents informed of current policies and programs in place. School Loop and LCAP training has taken place. EMS has had

		<p>to develop a School Site Council, independent of the Elementary school. School site is another way parents are involved and informed of what is taking place at EMS, District information and the LCAP. Auto dialer messages are also made weekly with current events and important updates and information which goes out to all students' homes.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Increased parent participation in Student-Led Conferences to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Provide funding for mailer and posters to facilitate parent communication. 0000: Unrestricted Supplemental \$2,000</p>	<p>EUSD supported an increase in parent participation in Student-Led Conferences to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EUSD provided funding for mailer and posters to facilitate parent communication. 0000: Unrestricted Supplemental \$2,000</p>
	<p>Purchase organizations materials and supplies to facilitate Student-Led Conferences. 0000: Unrestricted Supplemental \$2,200</p>		<p>EUSD purchased organizations 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>EUSD purchased refreshments and food for Student-Led Conferences. 0000: Unrestricted Supplemental \$800</p>
	<p>Provide funding to implement School Loop software district-wide. 0000: Unrestricted Other TIIG (\$5,500)</p>		<p>EUSD provided funding to implement School Loop software district-wide. 0000: Unrestricted Other TIIG (\$5,500)</p>
<p>Scope of Service: District-wide</p>		<p>Scope of Service: District-wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Increased number of parents cleared to serve as volunteers to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Defray cost of fees associated to serve as a parent volunteer. 0000: Unrestricted Supplemental \$2,500</p>	<p>Increased number of parents cleared to serve as volunteers to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Defrayed cost of fees associated to serve as a parent volunteer. 0000: Unrestricted Supplemental \$2,500</p>
<p>Scope of Service: District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>An increase in student attendance rates to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Provide funding for recognizing student attendance. 0000: Unrestricted Base \$2,000</p> <p>Purchase certificates for perfect attendance. 0000: Unrestricted Base \$1,000</p> <p>Facilitate SARB process for excessive absenteeism. 0000: Unrestricted Base \$39,275</p>	<p>EUSD established practices to support increased attendance rates(including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>EUSD provided funding for recognizing student attendance. 0000: Unrestricted Base \$2,000</p> <p>EUSD provided certificates for perfect attendance. 0000: Unrestricted Base \$1,000</p> <p>EUSD facilitated SARB process for excessive absenteeism. 0000: Unrestricted Base \$39,275</p>
<p>Scope of Service: District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase student graduation rates to</p>	<p>Provide funding for after-school and</p>	<p>EUSD established practices to support</p>	<p>Provided funding for after-school and</p>

<p>support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Saturday tutoring. 1000-1999: Certificated Personnel Salaries Concentration \$0 Provide monitoring for students failling behind in credits in 9th and 10th grade. 0000: Unrestricted Base \$17,744</p>	<p>an increase in student graduation rates to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Saturday tutoring. 1000-1999: Certificated Personnel Salaries Concentration \$0 Provided monitoring for students failling behind in credits in 9th and 10th grade. 0000: Unrestricted Base \$17,744</p>
<p>Scope of Service: District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase counseling services for students K-8 to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>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</p>	<p>EUSD increased counseling services for students K-8 to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Provided counseling services one day per week at the elementary campus. 1000-1999: Certificated Personnel Salaries Other (ERMHS) \$23,000 Provided counseling services one day per week at the middle school campus. 1000-1999: Certificated Personnel Salaries Other (ERMHS) \$23,000</p>
<p>Scope of Service: Esparto K-8</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: EES; EMS</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increased student access to academic</p>	<p>Provide funding for transportation</p>	<p>EUSD increased student access to</p>	<p>Provided funding for transportation</p>

<p>field trips at K-8 level to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>and facility fees associated with academic field trips at the K-8 level. 0000: Unrestricted Base \$10,000</p>	<p>academic field trips at K-8 level to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>and facility fees associated with academic field trips at the K-8 level. 0000: Unrestricted Base \$10,000</p>
<p>Scope of Service Esparto K-8</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Esparto K-8</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increased support for athletics transportation at the middle and high school level to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Provide athletic transportation for teams to travel to away games in all sports at the high school level. 0000: Unrestricted Base \$27,500</p> <p>Provide athletic transportation for teams to travel to away games in all sports at the middle school level. 0000: Unrestricted Base \$7,500</p>	<p>EUSD increased support for athletics transportation at the middle and high school level to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Provided athletic transportation for teams to travel to away games in all sports at the high school level. 0000: Unrestricted Base \$27,500</p> <p>Provided athletic transportation for teams to travel to away games in all sports at the middle school level. 0000: Unrestricted Base \$7,500</p>
<p>Scope of Service Esparto High School & Esparto K-8</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Esparto High School & Esparto K-8</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increased awareness regarding anti-bullying strategies K-12 to support all students (including English Learners, low socio-economically disadvantaged students, and students with special</p>	<p>Provide anti-bullying training for all staff K-12. 1000-1999: Certificated Personnel Salaries Supplemental \$10,000</p>	<p>EUSD increased awareness regarding anti-bullying strategies K-12 to support all students (including English Learners, low socio-economically disadvantaged students, and students with special</p>	<p>Provided anti-bullying training for all staff K-12. 1000-1999: Certificated Personnel Salaries Supplemental \$10,000</p>

<p>needs).</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>needs).</p>	<p>Provided anti-bullying public speaker presentation for students K-12. 0000: Unrestricted Supplemental \$5,000</p> <p>Purchased associated materials and visuals to support district-wide anti-bullying program. 4000-4999: Books And Supplies Supplemental \$5,000</p>
<p>Scope of Service: District-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>(English Learner Subgroup) Support for school-home communication.</p>	<p>Ensure translation services and home language services are offered by administrative support staff at K-5 campus. 2000-2999: Classified Personnel Salaries Base \$5,808</p> <p>Ensure translation services and home language services are offered by administrative support staff at EHS 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. 1000-1999: Certificated Personnel Salaries Base \$10,003</p> <p>Hire additional administrative support position at 6-8 campus. 1000-1999: Certificated Personnel Salaries Base \$1,845</p>	<p>(English Learner Subgroup) Support for school-home communication.</p>	<p>EUSD provided translation services and home language services with administrative support staff at K-5 campus. 2000-2999: Classified Personnel Salaries Base \$5,808</p> <p>EUSD provided translation services and home language services with administrative support staff at EHS campus. 2000-2999: Classified Personnel Salaries Base \$6,384</p> <p>EUSD provided translation services and home language services with administrative support staff at the district office. 2000-2999: Classified Personnel Salaries Base \$10,003</p> <p>EUSD hired additional administrative support position at 6-8 campus. 2000-2999: Classified Personnel Salaries Base \$1,845</p>

Scope of Service District-wide		Scope of Service District-wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Defray cost of fees associated to serve as a parent volunteer.	Establish funds to defray costs of tuberculosis exams, fingerprinting, and first-aid. 0000: Unrestricted Base \$2,500	Defray cost of fees associated to serve as a parent volunteer	EUSD established funds to defray costs of tuberculosis exams, fingerprinting, and first-aid. 0000: Unrestricted Base \$2,500
Scope of Service District-wide		Scope of Service District-wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The LCAP review process will result in increased monitoring of student counseling needs, increased support for student attendance, and increased parent education opportunities.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>\$1,373,456</u>
<p>The Esparto Unified School District estimates that Supplemental/Concentration funding for 2015-16 will be \$1,373,456 which represents an increase of approximately \$445,000 over prior years funding for students generating these dollars. The district has developed numerous goals and strategies to utilize these increased dollars.</p> <p>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 75%. Therefore, the activities, services, and expenditures included in this LCAP support school-wide implementation of funding. Additionally, these funds were allocated to update and maintain student facilities and computer lab technology.</p>	

B. In the box below, 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).

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). 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.

20.3 8	%
<p>The percentage by which services for unduplicated pupils has been increased or improved as compared to all pupils in the LCAP year is calculated as 20.38%. 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. Funding will also ensure that student achievement of unduplicated pupils is closely monitored and results in timely supports being provided in an individualized manner.</p>	

The following actions and services represent the qualitatively increased and improved programs: Elective course funding at Esparto Middle School, Biotechnology course at Esparto High School, and professional development offered to Esparto Elementary School faculty in reference to the REEd program. This represents 7.5% of our proportionality of services to our unduplicated pupils. The following actions and services represent the quantitatively increased and improved programs: After school tutoring and Saturday School, counseling services at Esparto Elementary and Esparto Middle School, home to school transportation, and the EL coordinator position. This represents 12.88% of our proportionality of services to our unduplicated pupils.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	1,284,642.00	1,321,460.00	1,842,900.00	1,758,165.00	1,554,754.00	5,155,819.00
Base	861,892.00	909,710.00	637,353.00	588,869.00	577,990.00	1,804,212.00
Concentration	53,125.00	42,125.00	176,929.00	166,878.00	167,862.00	511,669.00
Other	10,000.00	10,000.00	0.00	0.00	0.00	0.00
Supplemental	359,625.00	359,625.00	1,028,618.00	1,002,418.00	808,902.00	2,839,938.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	1,284,642.00	1,321,460.00	1,842,900.00	1,758,165.00	1,554,754.00	5,155,819.00
0000: Unrestricted	594,925.00	441,776.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	153,149.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	430,851.00	516,684.00	976,949.00	883,987.00	733,557.00	2,594,493.00
2000-2999: Classified Personnel Salaries	88,616.00	48,080.00	305,030.00	306,598.00	240,633.00	852,261.00
4000-4999: Books And Supplies	87,000.00	85,521.00	257,830.00	256,080.00	274,064.00	787,974.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	228,091.00	236,500.00	231,500.00	696,091.00
6000-6999: Capital Outlay	83,250.00	76,250.00	75,000.00	75,000.00	75,000.00	225,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	1,284,642.00	1,321,460.00	1,842,900.00	1,758,165.00	1,554,754.00	5,155,819.00
0000: Unrestricted	Base	536,300.00	383,151.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Concentration	21,125.00	21,125.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	10,000.00	10,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	27,500.00	27,500.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	153,149.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	184,476.00	274,309.00	458,484.00	428,206.00	450,680.00	1,337,370.00
1000-1999: Certificated Personnel Salaries	Concentration	32,000.00	21,000.00	90,391.00	82,093.00	81,662.00	254,146.00
1000-1999: Certificated Personnel Salaries	Supplemental	214,375.00	221,375.00	428,074.00	373,688.00	201,215.00	1,002,977.00
2000-2999: Classified Personnel Salaries	Base	88,616.00	48,080.00	141,369.00	118,163.00	77,310.00	336,842.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
2000-2999: Classified Personnel Salaries	Concentration	0.00	0.00	22,838.00	23,085.00	22,500.00	68,423.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	140,823.00	165,350.00	140,823.00	446,996.00
4000-4999: Books And Supplies	Base	52,500.00	51,021.00	0.00	0.00	10,000.00	10,000.00
4000-4999: Books And Supplies	Concentration	0.00	0.00	58,700.00	58,700.00	58,700.00	176,100.00
4000-4999: Books And Supplies	Supplemental	34,500.00	34,500.00	199,130.00	197,380.00	205,364.00	601,874.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	2,500.00	2,500.00	0.00	5,000.00
5000-5999: Services And Other Operating Expenditures	Concentration	0.00	0.00	5,000.00	3,000.00	5,000.00	13,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	220,591.00	231,000.00	226,500.00	678,091.00
6000-6999: Capital Outlay	Base	0.00	0.00	35,000.00	40,000.00	40,000.00	115,000.00
6000-6999: Capital Outlay	Supplemental	83,250.00	76,250.00	40,000.00	35,000.00	35,000.00	110,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

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

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

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