

Introduction:

LEA: Esparto Unified School District **Contact (Name, Title, Email, Phone Number):** Diego R. Ochoa, Superintendent, dochoa@espartok12.org, 530-787-3446 **LCAP Year:** 2016-2019

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.

2015-2016 LCAP Process:

2015-2016 LCAP Process:

Presentations regarding the LCAP were delivered as per the district's on-going practice; during agendaized portions of EUSD Board of Trustee meetings. Through consultation with Yolo County Office of Education, Mr. Ochoa presented the final revised 2015-2018 LCAP in August 2015 and explained the review process to members of the public. The LCAP was placed on the district web page for review. EUSD sent a mailer explaining key components of the LCAP and the mechanisms utilized to create the LCAP.

September 22, 2015 LCAP Community Meeting

The LCAP Community Meeting was promoted on district and school websites and held in Marsh Hall at Esparto High School. Community members present reviewed the district's goals, actions, services, and expenditures in the current year LCAP. Members present identified areas for further discussion at subsequent LCAP Community Meetings.

2015-2016 EES LCAP Staff Meetings

The LCAP goals, funding, activities, and review were discussed at staff meetings held at Esparto Elementary School on 8/19/15, 9/2/15, 10/7/15, 11/4/15, 12/2/15, 1/6/16, 2/3/16, 3/2/16, 4/6/16, 5/4/16. Staff participated in discussions at these meetings in which they analyzed the current LCAP

2015-2016 EES LCAP School Site Council Meetings

2015-2016 LCAP Staff Meetings & Staff Engagement

implementation and provided feedback on new items that could be added. These items were reported to the LCAP Writing Team as well as the LCAP Community Meeting.

2015-2016 EES LCAP School Site Council Meetings
The LCAP goals and activities were discussed at the Esparto Elementary School Site Council meetings on 10/20/15 and 1/19/16. Parent input was solicited regarding using site funds for classroom libraries, English Language Development curriculum, class size reduction in 4th and 5th grade classes, as well as the addition of an Early Literacy teacher for the 2016-2017 school year. The School Site Council voted to approve these items.

2015-2016 Staff Meetings
Esparto Middle School, Esparto High School, Esparto Teacher's Assication, and EUSD Classified School Employees Association staff revisited LCAP goals and highlight areas to improve middle school student achievement while looking at assessment data, and focus on effective instruction. Staff reviewed LCAP report and looked at the 8 state priorities and focused on the LCAP Goals at a Glance. Each staff member read, shared and provided input on how EMS would work to attain these goals. Staff looked at assessment calendar and discussed looking at data to help with delivery of instruction and interventions for students needing additional support. Staff reviewed LCAP report and discussed student engagement and achievement in staff meetings and addressed ways to reward students for academic successes and well as daily attendance.

September 2015 EHS Academic Awards Assembly and at Back to School Night Parents were invited to the first LCAP Community meeting in December. Notices were sent sent home throughout the first semester reminding parents about LCAP community meetings. The web site and reader board for the High School display the date, time and location for LCAP meetings. Parents and community members attended LCAP community meetings to hear updates and offer input on LCAP writing and implementation. Parents and community members provided critical input on LCAP actions and services. Notably, a common request for increased classroom instruction support, increased technology, and increased communication between middle and high school programs.

2015-2016 EHS Faculty Meetings and Professional Development
At faculty meetings on 8/21/2015, 9/2/2015, 10/7/2015, 11/4/2015, 12/2/2015 and 1/6/2016 the LCAP process, importance of community and teacher involvement, progress, changes and implementation were discussed. During Professional Development trainings on 8/21/2015, 9/16/2015, 9/21/2015, 10/5/2015, 10/19/2015, 11/9/2015, 11/30/2015, 12/14/2015, and 1/4/2016 the implementation of specific LCAP strategies related to improving student achievement were discussed, shared, observed and improvement and changes were suggested.

2016 CTE Staff Engagement
CTE teachers were asked to participate in the process of improving and strengthening the CTE courses and Pathways at the High School in accordance with LCAP Goal 2, Raising Student Achievement, Sub Goals: Improve CTE courses through facility and equipment upgrades, Increase student access to CTE courses and increase participation and completion of CTE pathways. The Agricultural Department applied for and received CTEAIG allowing for major upgrades to facilities and equipment. The Culinary Department is starting a student run business. The Digital Arts department has applied for an SSP grant to substantially improve the Digital Arts sequence and technology. The CTE program as a whole has applied for the CTEIG to establish conditions within the school that lead to overall cohesion of the program, including changes and

2015-2016 EES/EMS Combined PTA Meetings.

2015-2016 DELAC Meetings

additions to personnel, equipment, and curriculum.

2015-2016 EES/EMS Combined PTA Meetings.

Principal reported parent questions and concerns to LCAP team and the items were added to the Facility Master Plan. Parents also attended the LCAP Community Meeting on 12/8/15.

2015-2016 DELAC Meetings

Parents were given the opportunity to hear updates about the LCAP, along with California's priorities and the areas of progress the district and sites are making. Parents were able to ask questions and provide input on how our school and district can provide them information to stay informed about LCAP in the coming years. Parents have asked for information to be translated in

2015-2016 EUSD Meetings of the Board of Trustees

Spanish. President Amalia Gamino expressed that this was something DELAC parents shared in the 2014-15 school year. School Site Council President Marc DeContreaus and Member, Toni Hilliard navigated online to access the full LCAP report.

LCAP presentations were made regularly at BOT meetings throughout the 2014-2015 school year. The Board of Trustees meet regularly every two weeks and include student representation. These presentations focused on LCAP implementation, analysis of data, and discussions of further areas for focus. These presentations created significant understanding within the school community about the LCAP.

July 2, 2014 Board of Trustees Meeting

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. 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.

October 28, 2015 Board of Trustees Meeting

This monthly LCAP report focused on the actions and services relating to implementation of tutoring at EMS, academic field trips at EMS and academic field trips at EHS.

November 18, 2015 Board of Trustees Meeting

This report intended to encourage public participation and facilitate the on-

	<p>going monitoring of the actions and services provided by the LCAP. A new high school course that is supported in the LCAP was presented: Research, Technology, Bio-Engineering (RTB).</p> <p>December 9, 2015 Board of Trustees Meeting This monthly LCAP report focused on reports by site administrators. The administrators presented their critical thinking programs for their respective sites. These programs include Document Based Questions and Performance Tasks. New areas for each goal were also presented.</p> <p>January 27, 2016 Board of Trustees Meeting This monthly LCAP report focused on the EHS Culinary Arts program funded by STREAM & Perkins. The program is working toward opening a cafe in downtown Esparto. YCOE staff is working to ensure that site upgrades are permissible reimbursements under the STREAM grant. Other options include utilizing Perkins funding and/or CTE Incentive Grant funding. A completed Annual Update will be available for review on 2/10/16.</p> <p>February 10, 2016 Board of Trustees Meeting The EUSD provided an update at this meeting of the EUSD Board of Trustees to increase awareness of LCAP progress. This meeting included a presentation regarding LCAP metrics for attendance, A-G completion, CTE courses completion and pupil proficiency in Science/History.</p>
<p>Annual Update: The Esparto Unified School District enacted a process to meaningfully inform the members of the school community in the implementation of the Local Control Accountability Plan. LCAP presentations have been made regularly at BOT meetings throughout the 2015-16 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.</p>	<p>Annual Update: The Esparto Unified School District established LCAP Community review Meetings on 9/22/15; 12/08/2015; 3/22/2016; and 6/13/16. 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, evaluated the district's progress towards LCAP goals, and developed suggestions for the district's consideration. These meetings contributed substantially to the Annual Update portion of this document.</p>

December 08, 2015 LCAP Community Meeting

The LCAP Community Meeting was promoted on district and school websites and held in Marsh Hall at Esparto High School. Community members present reviewed the district's goals, actions, services, and expenditures in the current year LCAP. District staff presented data and gave reports regarding progress on actions and services. The group identified new areas for focus in our 2016-2019 EUSD LCAP. There was discussion regarding the need for Early Literacy programs and increased counseling services.

February 24, 2016 Board of Trustees Meeting

The EUSD has an adopted LCAP for 2015-2018. The current plan has been reviewed and evaluated on an on-going basis through site meetings, presentations at meetings of the BOT and community forums. The presentation included a review of the DRAFT 2016-2019 LCAP Annual Update.

March 9, 2016 Board of Trustees Meeting

The EUSD has an adopted LCAP that describes the district's goals, actions, services, and financial assignments. The DRAFT version of the 2016-2019 LCAP annual update includes new language regarding areas for further consideration in 2016-2019. The district will hold an LCAP community meeting on March 22, 2016 in Alice Marsh Hall at 6 pm to encourage participation in the development of the district's annual update and future goals.

March 22, 2016 LCAP Community Meeting

The LCAP Community Meeting was promoted on district and school websites and held in Marsh Hall at Esparto High School. Community members present discussed progress on actions and services. The group developed new areas for focus in our 2016-2019 EUSD LCAP, including Early Literacy programs and increased counseling. The notes from this meeting were subsequently presented to the EUSD Board of Trustees on March 23, 2016.

March 23, 2016 Board of Trustees Meeting

This month's LCAP report included a copy of the LCAP Proposal Summary and notes from the 3/22/16 LCAP community meeting. The EUSD has an adopted LCAP. This document describes the district's goals actions, services, metrics, and financial assignments. The district held an LCAP writing team meeting on

March 21, 2016 to create the LCAP proposal summary. The District then held an LCAP Community meeting on March 22, 2016 to present the LCAP proposal summary and discuss progress toward the district's current year LCAP goals.

April 13, 2016 Board of Trustees Meeting

On March 23, 2016 the EUSD Board of Trustees received a copy of the 2016/17 LCAP summary and notes from the 3/22/16 LCAP Community Meeting. The focus of the report for this meeting reflects the initial assignment of funding to meet the district's LCAP goals and objectives.

April 27, 2016 Board of Trustees Meeting

The focus of the report for this meeting reflects the draft assignment of funding in all three goal areas: conditions of Learning, Student Achievement, and Active Engagement. The presentation focused on Career-Technical Education programs, Early Literacy Teacher and Aide support, Music Education, and School Loop implementation.

May 11, 2016 Board of Trustees Meeting

This month's LCAP report focused on the third draft of the 2016-2019 LCAP. This third revision reflects the draft assignment of funding in all three goal areas: Conditions of Learning, Student Achievement, and Active Engagement.

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?

<p>GOAL 1:</p>	<p>Establish Conditions of Learning to maintain facilities, retain staff, implement standards, and offer broad course access.</p>	<p>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</p>
<p>Identified Need :</p>	<p>Need:</p> <ol style="list-style-type: none"> 1. Appropriate learning facilities 2. Qualified staff & appropriate class sizes 3. Access to Common Core State Standards (CCSS) materials and instruction 4. Full access to a broad course of study 5. Improve access to high-quality technology <p>Metrics:</p> <ol style="list-style-type: none"> 1. Annual audit of school facilities. 2. Compliance with Commission on Teacher Credentialing audit. 3. District audit of textbook sufficiency & Williams Act review/reporting. 4. Annual report identifying percentage of A-G completion and annual report identifying percentage EAP readiness. 5. Rubric for evaluation of Educational Technology Plan. 	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<ul style="list-style-type: none"> • English Learners • Students with special needs • Economically Disadvantaged students • Hispanic • White • Foster youth

LCAP Year 1: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Make improvements to facilities focusing on areas of high priority determined by site and district feedback. 2. Ensure that all teachers K-12 meet HQT status. Ensure that district leverages resources to provide teachers with high-quality technology, literacy, math, science, and career-technical education training. 3. Purchase necessary instructional materials associated with Common Core State Standards and English Language Development Standards. 4. Provide district-wide staff development focusing on Common Core Standards, Next-Generation Science Standards, math, critical reading and writing, implementation of data-based achievement analysis, and technology integration. 5. Increase student access to computer technology through infrastructure, teacher training, progressive access policies, and device acquisition. Use district evaluation tool to determine completion of goals included in the Educational Technology Plan. 6. Increase percentage of pupils meeting A-G requirements. A-G specific meetings will be held with students to review A-G completion. 7. Increase completion of CTE capstone courses. 8. Increase percentage of pupils meeting UC/CSU eligibility and demonstrating Readiness/Conditional readiness on EAP exams. 9. Increase student access to college and career visitations. 10. Enable the attraction and retention of highly qualified professional staff and competitive compensation for employees. 11. Provide a two-year induction and training program for new teachers.
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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, 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 maintenance staff and administration conduct facility reviews. 2000-2999: Classified Personnel Salaries Base \$16,051</p> <p>Facilities requiring improvements will be repaired. 6000-6999: Capital Outlay Base \$25,000</p> <p>Facilities requiring improvements will be repaired. 6000-6999: Capital Outlay Supplemental \$25,000</p>
<p>Conduct teacher credential reviews to support all students (including English Learners, socio-economically disadvantaged students, and students with</p>	<p>EES;EMS; EHS;MHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>District administration and site administration monitor teacher credentialing through the teacher assignment process. (1000-1999 & 2000 - 2999) 1000-1999: Certificated Personnel</p>

<p>special needs).</p>		<p><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>Salaries Base \$116,626</p>
<p>Necessary instructional materials associated with Common Core State Standards and English Language Development Standards will be purchased to support all students (including English Learners, 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>Acquire CCSS aligned instructional materials and supplemental materials in all subjects at the K-5 level. 4000-4999: Books And Supplies Supplemental \$15,000</p> <p>Acquire CCSS aligned instructional materials and supplemental materials in all subjects at the 6-8. 4000-4999: Books And Supplies Supplemental \$15,000</p> <p>Acquire CCSS aligned instructional materials and supplemental materials at the high school level. 4000-4999: Books And Supplies Supplemental \$15,000</p> <p>Acquire CCSS aligned instructional materials and supplemental materials at the continuation high school. 4000-4999: Books And Supplies Supplemental \$5,000</p>
<p>Provide staff development on Common Core Standards, Next-Generation Science Standards, critical reading and writing, implementation of data-based achievement analysis, and technology integration (including English Learners, 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 teacher-collaborative time. 1000-1999: Certificated Personnel Salaries Supplemental \$15,000</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 \$15,000</p> <p>Provide educational technology-integration training during teacher-collaborative time. 1000-1999: Certificated Personnel Salaries Supplemental \$15,000</p> <p>Provide staff development on Common Core Standards, Next-Generation Science Standards, critical reading and writing, implementation of data-based achievement analysis, and technology integration. (Educator Effectiveness) 1000-1999: Certificated Personnel Salaries Other \$40,000</p>
<p>Increase student access to technology devices at all sites to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).</p>	<p>EHS; EMS; EES; 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>Provide funding to acquire computer devices and associated software/hardware. 4000-4999: Books And Supplies Supplemental \$30,000</p> <p>Provide funding to provide infrastructure for increased access to technology. 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000</p>

		_ Other Subgroups: (Specify)	
Increased percentage of pupils meeting A-G requirements to support all students (including English Learners, 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 \$25,500 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 \$4,268
Increased completion of CTE capstone courses to support all students (including English Learners, 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, CTE Agriculture Business, CTE Stage Craft & CTE Theatre Production, CTE Floral Design, CTE Agriculture Mechanics, CTE Digital Arts Media, project-based learning experiences for students. 4000-4999: Books And Supplies Supplemental \$25,000 Provide funding to support Career Technical Education programs through the CTE Incentive Grant. 4000-4999: Books And Supplies Other \$70,000 Provide funding to support Career Technical Education programs through the CTE Incentive Grant. 2000-2999: Classified Personnel Salaries Other \$5,000 Provide funding to support Career Technical Education programs through the CTE Incentive Grant. 1000-1999: Certificated Personnel Salaries Other \$45,000 Provide funding to support Agriculture education through the Agriculture Incentive grant. 4000-4999: Books And Supplies Other \$14,230 Provide funding to support Career Technical Education programs through the Carl Perkins Grant. 4000-4999: Books And Supplies Other \$9,500
Increased percentage of pupils meeting UC/CSU eligibility to support all students (including English	Esparto High	<input checked="" type="checkbox"/> All OR:	Provide access to college visits, college fair events, and monitor student progress toward UC/CSU eligibility. 5000-

<p>Learners, socio-economically disadvantaged students, and students with special needs).</p>	<p>School</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>5999: Services And Other Operating Expenditures Supplemental \$3,000</p> <p>Teacher collaboration at the high school level to create and implement instructional units to increase EAP readiness. 1000-1999: Certificated Personnel Salaries Supplemental \$921</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 Base \$3,268</p> <p>Provide funding to support increased AP test exams by reducing costs for all students. 5000-5999: Services And Other Operating Expenditures Base \$2,500</p>
<p>Staff development to support teacher professional growth at the middle and high school levels, focusing on Career-Technical Education and Advanced Placement to support all students (including English Learners, 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 \$5,000</p> <p>Provide funding for teachers to attend conferences and workshops focusing on Career-Technical Education in agriculture. (STREAM Grant) 1000-1999: Certificated Personnel Salaries Other \$5,000</p> <p>Provide funding for teachers to attend conferences and workshops focusing on Career-Technical Education in agriculture. (CRAECP Grant) 1000-1999: Certificated Personnel Salaries California Career Pathways Trust \$5,000</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>Continue implementation of two year induction support program for new teachers to support all students (including English Learners, 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 \$288,206</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 \$80,000</p> <p>Support teacher training and induction through two-year Teacher induction program. Encourage and provide for master teacher release time and program coordination. (Educator Effectiveness) 1000-1999: Certificated Personnel Salaries Other \$20,000</p> <p>Provide funding to address the District's STRS (1.85 increase) and PERS contribution (1.25% increase). 3000-3999: Employee Benefits Base \$236,000</p>

			Provide funding to support increased sections for Middle School electives. 1000-1999: Certificated Personnel Salaries Base \$40,000
Enable the implementation of TK-12 school nutrition practices that encourage healthy students to consume well-balanced meals at school and promote positive attitudes towards nutrition.	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 increased funding for school lunch food acquisition. 4000-4999: Books And Supplies Supplemental \$50,000 Promote instructional units throughout all school sites to increase student awareness of nutrition, exercise, and wellness. 1000-1999: Certificated Personnel Salaries Base \$8,600
(English Learner Subgroup) Support for school-home communication.	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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Ensure translation services and home-language services are offered by administrative support staff at K-5 campus. 2000-2999: Classified Personnel Salaries Concentration \$5,808 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 Ensure translation services and home-language services are offered by administrative support staff at District Office. 2000-2999: Classified Personnel Salaries Concentration \$10,300 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
(English Learner Subgroup) Offer embedded ELD instruction for students in grades K-12.	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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Offer embedded ELD instruction for students in grades K-12 during English/Language Arts courses/blocks. 1000-1999: Certificated Personnel Salaries Concentration \$134,000
(English Learner Subgroup) Provide ELD-specific professional development at all levels.	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	Provide professional development in ELD instruction. 1000-1999: Certificated Personnel Salaries Concentration \$8,375

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
(English Learner Subgroup) Provide funding to support Instructional materials made available in English and Spanish.	All	<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)	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 \$30,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Make improvements to facilities focusing on areas of high priority determined by site and district feedback. 2. Ensure that all teachers K-12 meet HQT status. Ensure that district leverages resources to provide teachers with high-quality technology, literacy, math, science, and career-technical education training. 3. Purchase necessary instructional materials associated with Common Core State Standards and English Language Development Standards. 4. provide district-wide staff development focusing on Common Core Standards, Next-Generation Science Standards, math, critical reading and writing, implementation of data-based achievement analysis, and technology integration. 5. Increase student access to computer technology through infrastructure, teacher training, progressive access policies, and device acquisition. Use district evaluation tool to determine completion of goals included in the Educational Technology Plan. 6. Increase percentage of pupils meeting A-G requirements. A-G specific meetings will be held with students to review A-G completion. 7. Increase completion of CTE capstone courses. 8. Increase percentage of pupils meeting UC/CSU eligibility and demonstrating Readiness/Conditional readiness on EAP exams. 9. Increase student access to college and career visitations. 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.
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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, 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)	District maintenance staff and administration conduct facility reviews. 2000-2999: Classified Personnel Salaries Base \$16,372 Facilities requiring improvements will be repaired. 6000-6999: Capital Outlay Base \$25,000 Facilities requiring improvements will be repaired. 6000-6999: Capital Outlay Supplemental \$25,000
Conduct teacher credential reviews to support all students (including English Learners, socio-economically disadvantaged students, and students with	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	District administration and site administration monitor teacher credentialing through the teacher assignment process. (1000-

<p>special needs).</p>		<p><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>1,999 & 2000 - 2,999) 1000-1999: Certificated Personnel Salaries Base \$118,960</p>
<p>Necessary instructional materials associated with Common Core State Standards and English Language Development Standards will be purchased to support all students (including English Learners, 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>Acquire CCSS aligned instructional materials and supplemental materials at the K-5 level 4000-4999: Books And Supplies Supplemental \$15,000</p> <p>Acquire CCSS aligned instructional materials and supplemental materials in Math and English at the 6-8 level 4000-4999: Books And Supplies Supplemental \$15,000</p> <p>Acquire CCSS aligned instructional materials and supplemental materials in core courses at the high school level. 4000-4999: Books And Supplies Supplemental \$15,000</p> <p>Acquire CCSS aligned instructional materials and supplemental materials in core courses at the continuation high school level. 4000-4999: Books And Supplies Supplemental \$5,000</p>
<p>Increase student access to technology devices at all sites to support all students (including English Learners, 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 to acquire computer devices and associated software/hardware. 4000-4999: Books And Supplies Supplemental \$30,000</p> <p>Provide funding to acquire computer devices and associated software/hardware. 5000-5999: Services And Other Operating Expenditures Supplemental \$7,500</p>
<p>Increased percentage of pupils meeting A-G requirements to support all students (including English Learners, 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>Increase access to courses meeting A-G requirements through master scheduling. 1000-1999: Certificated Personnel Salaries Base \$26,010</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 \$4,353</p>
<p>Increased completion of CTE capstone courses to support all students (including English Learners, socio-</p>	<p>EHS</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Provide funding to support CTE Basic Food Preparation, CTE</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>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 \$20,000</p> <p>Provide funding to support Career Technical Education programs through the CTE Incentive Grant. 1000-1999: Certificated Personnel Salaries Other \$35,000</p> <p>Provide funding to support Career Technical Education programs through the CTE Incentive Grant. 2000-2999: Classified Personnel Salaries Other \$5,100</p> <p>Provide funding to support Career Technical Education programs through the CTE Incentive Grant. 4000-4999: Books And Supplies Other \$50,000</p>
<p>Increased percentage of pupils meeting UC/CSU eligibility to support all students (including English Learners, 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 \$3000</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 \$3,333</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, 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 \$5,000</p>
<p>Provide staff development on Common Core Standards, Next-Generation Science Standards, critical reading and writing, implementation of data-based achievement analysis, and technology integration (including English Learners, socio-economically disadvantaged students, and students with special needs).</p> <p>Enable the attraction and retention of highly qualified professional staff and competitive compensation for</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 \$293,970</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 \$90,000</p>

<p>employees to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).</p> <p>Continue implementation of two year induction program for new teachers to support all students (including English Learners, low socioeconomically disadvantaged students, and students with special needs).</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>Provide Common Core State Standards training during teacher-collaborative time, professional development focusing on language acquisition will be provided at all sites during teacher release time and through regional training, and provide educational technology-integration training during teacher-collaborative time. 1000-1999: Certificated Personnel Salaries Supplemental \$45,000</p> <p>Provide funding to address the District's STRS (1.85 increase) and PERS contribution (2.55% increase). 3000-3999: Employee Benefits Base \$396,000</p>
<p>(English Learner Subgroup) Support for school-home communication.</p>	<p>EES;EMS; EHS;MHS</p>	<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>Ensure translation services and home-language services are offered by administrative support staff at all district locations. 2000-2999: Classified Personnel Salaries Concentration \$23,800</p>
<p>(English Learner Subgroup) Establish courses for ELD instruction.</p>	<p>EES;EMS; EHS;MHS</p>	<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>Offer embedded ELD instruction for students in grades K-12 during English/Language Arts courses/blocks. 1000-1999: Certificated Personnel Salaries Concentration \$136,680</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 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:</p>	<p>Provide professional development in ELD instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$8,750</p>

(Specify)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

1. Make improvements to facilities focusing on areas of high priority determined by site and district feedback.
2. Ensure that all teachers K-12 meet HQT status. Ensure that district leverages resources to provide teachers with high-quality technology, literacy, math, science, and career-technical education training.
3. Purchase necessary instructional materials associated with Common Core State Standards and English Language Development Standards.
4. provide district-wide staff development focusing on Common Core Standards, Next-Generation Science Standards, math, critical reading and writing, implementation of data-based achievement analysis, and technology integration.
5. Increase student access to computer technology through infrastructure, teacher training, progressive access policies, and device acquisition. Use district evaluation tool to determine completion of goals included in the Educational Technology Plan.
6. Increase percentage of pupils meeting A-G requirements. A-G specific meetings will be held with students to review A-G completion.
7. Increase completion of CTE capstone courses.
8. Increase percentage of pupils meeting UC/CSU eligibility and demonstrating Readiness/Conditional readiness on EAP exams.
9. Increase student access to college and career visitations.
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.

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, 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 maintenance staff and administration conduct facility reviews. 2000-2999: Classified Personnel Salaries Base \$16,700 Facilities requiring improvements will be repaired. 6000-6999: Capital Outlay Base \$25,000 Facilities requiring improvements will be repaired. 6000-6999: Capital Outlay Supplemental \$25,000</p>

<p>Conduct teacher credential reviews to support all students (including English Learners, 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. (1000-1,999 & 2000 - 2,999) 1000-1999: Certificated Personnel Salaries Base \$121,339</p>
<p>Necessary instructional materials associated with Common Core State Standards and English Language Development Standards will be purchased to support all students (including English Learners, 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>Acquire CCSS aligned instructional materials and supplemental materials at the K-5 level 4000-4999: Books And Supplies Supplemental \$15,000</p> <p>Acquire CCSS aligned instructional materials and supplemental materials in Math and English at the 6-8 level 4000-4999: Books And Supplies Supplemental \$15,000</p> <p>Acquire CCSS aligned instructional materials and supplemental materials in core courses at the high school level. 4000-4999: Books And Supplies Supplemental \$15,000</p> <p>Acquire CCSS aligned instructional materials and supplemental materials in core courses at the high school level. 4000-4999: Books And Supplies Supplemental \$5,000</p>
<p>Increased student access to computer technology at the high school level to support all students (including English Learners, 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 to purchase technology devices and associated items. 4000-4999: Books And Supplies Supplemental \$25,000</p> <p>Provide funding to provide infrastructure for increased access to technology. 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p>
<p>Increased percentage of pupils meeting A-G requirements to support all students (including English Learners, 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>Increase access to courses meeting A-G requirements through master scheduling. 1000-1999: Certificated Personnel Salaries Base \$26,530</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 \$4,440</p>

<p>Increased completion of CTE capstone courses to support all students (including English Learners, 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 \$15,000</p> <p>Provide funding to support Career Technical Education programs through the CTE Incentive Grant. 1000-1999: Certificated Personnel Salaries Other \$35,700</p> <p>Provide funding to support Career Technical Education programs through the CTE Incentive Grant. 2000-2999: Classified Personnel Salaries Other \$5,202</p> <p>Provide funding to support Career Technical Education programs through the CTE Incentive Grant. 4000-4999: Books And Supplies Other \$30,000</p>
<p>Increased percentage of pupils meeting UC/CSU eligibility to support all students (including English Learners, 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 \$3,000</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 \$3,400</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, 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 \$5,000</p>
<p>Provide staff development on Common Core Standards, Next-Generation Science Standards, critical reading and writing, implementation of data-based achievement analysis, and technology integration (including English Learners, socio-economically disadvantaged students, and students with special needs).</p> <p>Enable the attraction and retention of highly qualified</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:</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 \$299,850</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</p>

<p>professional staff and competitive compensation for employees to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).</p> <p>Continue implementation of two year induction program for new teachers to support all students (including English Learners, socioeconomically disadvantaged students, and students with special needs).</p>		<p>(Specify)</p>	<p>Salaries Base \$95,000</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>Provide funding to address the District's STRS (1.75 increase) and PERS contribution (1.9% increase). 3000-3999: Employee Benefits Base \$525,000</p> <p>Provide Common Core State Standards training during teacher-collaborative time, professional development focusing on language acquisition will be provided at all sites during teacher release time and through regional training, and provide educational technology-integration training during teacher-collaborative time. 1000-1999: Certificated Personnel Salaries Supplemental \$50,000</p>
<p>(English Learner Subgroup) Support for school-home communication.</p>	<p>EES;EMS; EHS;MHS</p>	<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>Ensure translation services and home-language services are offered by administrative support staff at all district locations. 2000-2999: Classified Personnel Salaries Concentration \$24,276</p>
<p>(English Learner Subgroup) Establish courses for ELD instruction.</p>	<p>EES;EMS; EHS;MHS</p>	<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>Offer embedded ELD instruction for students in grades K-12 levels during English/Language Arts course/blocks. 1000-1999: Certificated Personnel Salaries Concentration \$139,413</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 type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Provide professional development in ELD instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$8,925</p>

		Other Subgroups: (Specify)	
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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 _ 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> <ol style="list-style-type: none"> 1. Increased pupil proficiency in math and English. 2. Increased pupil proficiency in history, science, and elective subject areas. 3. Increased percentage of pupils meeting UC/CSU entrance requirements. 4. Increased pupil involvement in career-technical education readiness. Percentage of class of 2015 students completing CTE capstone course prior to graduation: 25.3% Percentage of class of 2016 students completing CTE capstone course prior to graduation: 58% (projected) 5. Increased student achievement among under-performing student groups to close the achievement gap. 6. Increased student achievement on Advanced Placement exams. 7. Increased participation and achievement in visual/performing arts in grades K-12. 8. Improved instructional coherence in math, science, history, and English. 9. Improved instructional coherence in Career-Technical Education. <p>Metrics:</p> <ol style="list-style-type: none"> 1. Percentage of students meeting or exceeding standard on CAASPP exams. 2. Increase in the percentage of students earning C or better grades 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 toward English proficiency. 5. Special education referrals on an annual basis, SST referrals on an annual basis. 6. Percentage of students participating in visual/performing arts. Percentage of students scoring proficient on visual/performing arts
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	<p>assessment.</p> <p>7. Evaluation, based on rubric, of district's Vertical Teaming Plan.</p> <p>8. Evaluation, based on rubric, of district's Career-Technical Education Plan.</p>				
Goal Applies to:	<table border="1"><tr><td data-bbox="317 354 436 391">Schools:</td><td data-bbox="436 354 2003 391">All Schools</td></tr><tr><td data-bbox="317 391 436 620">Applicable Pupil Subgroups:</td><td data-bbox="436 391 2003 620"><ul style="list-style-type: none">• English Learners• Students with special needs• Economically Disadvantaged students• Hispanic• White• Foster youth</td></tr></table>	Schools:	All Schools	Applicable Pupil Subgroups:	<ul style="list-style-type: none">• English Learners• Students with special needs• Economically Disadvantaged students• Hispanic• White• Foster youth
Schools:	All Schools				
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: 2016-2017

- 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.
 2. Increased pupil proficiency in English/math on district exams, SBAC interim assessments, and EAP exams.
 3. Continued student access at all sites to extended day instruction focusing on reading, writing, and math. Extended day programs will target low-performing students.
 4. Increased student access at EMS, EHS, and MHS to inquiry-based lessons and laboratories in science and history. 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 all sites.
 6. Increased student participation in visual/performing arts K-12. Increased student achievement in visual/performing arts K-12 based on visual/performing arts assessment in May.
 7. Improved vertical articulation based on development of a district Vertical Teaming Plan. An emphasis will be placed on writing throughout the curriculum and technology integration.
 8. Improved Career-Technical Articulation based on development of a district Career-Technical Education Plan. An emphasis will be placed on Presentations of Knowledge & Ideas (PKI) throughout the curriculum (TK-12) with technology integration.
 9. Increased student access to inquiry-based lessons/projects in visual/performing arts and Career-Technical Education courses at all sites.
 10. Increased student enrollment in middle school elective courses.
 11. Increased number of students scoring 3+ on Advanced Placement exams.
 12. Increase ELL re-classification rate district-wide and increase student CELDT scores district-wide. Provide professional support, via Coordinator of EL, for classroom teachers to facilitate quality instruction.
 13. Improved 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Preparation for pupil proficiency in English and math on Smarter Balanced Assessments to support all students	EES;EMS; EHS;MHS	X All OR: -----	Provide Smarter Balanced training for certificated staff and administration. 1000-1999: Certificated Personnel Salaries

<p>(including English Learners, socio-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>Supplemental \$29,468</p> <p>Provide instructional aide support for elementary school literacy. Increase direct services for small group reading pull out by providing three full-time instructional aide positions. 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 Concentration \$12,221</p> <p>Provide support for primary grade literacy through a Early Literacy Teacher position. The Early Literacy Teacher will coordinate the work of the instructional aides, support teachers with small-group instructional planning, and provide small-group reading instruction in grades K-3. 1000-1999: Certificated Personnel Salaries Concentration \$110,000</p> <p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$23,941</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, 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 5000-5999: Services And Other Operating Expenditures Supplemental \$6,600</p> <p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Supplemental \$3,626</p> <p>Provide funding for Kindergarten, new student screening, and on-going reading assessments K-3. 1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p>
<p>Increased student access to extended day instruction focusing on reading, writing, and math to support all students (including English Learners, 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</p>	<p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$3,626</p> <p>Purchase necessary reading or math software for use during</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	extended day programming. 5000-5999: Services And Other Operating Expenditures Concentration \$3,000
Increased student access to inquiry-based lessons and laboratories in physical education, technology, visual/performing arts, science and history to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).	EES, EMS, & EHS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase science laboratory equipment and classroom supplies for middle and high school science courses. 4000-4999: Books And Supplies Supplemental \$12,000 Purchase equipment, supplies, and materials to facilitate visual and performing arts projects, performances, and digital arts media software for middle and high school courses. 4000-4999: Books And Supplies Supplemental \$16,000 Purchase inquiry-based history supplemental materials for middle and high school history courses. 4000-4999: Books And Supplies Supplemental \$2,000
Increased student enrollment in middle school elective courses to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).	EMS	<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 \$5,500
Increased student participation in visual and performing arts at the K-12 level to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).	EES & EMS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Fund staffing to support visual and performing arts education in grades K-8. 1000-1999: Certificated Personnel Salaries Supplemental \$37,000 Provide funding to support materials and instrument acquisition at the K- 8 level. 4000-4999: Books And Supplies Supplemental \$5,000 Provide funding to support visual and performing arts education in grades K-8. 3000-3999: Employee Benefits Supplemental \$14,000
Increased student access to career workshops and career field experiences to support all students (including English Learners, 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	Fund career-field related visits to work sites or technical schools for students. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000 Support site-based career day events. 1000-1999: Certificated Personnel Salaries Supplemental \$2,276

		_ Other Subgroups: (Specify)	
Improved vertical articulation based on development of a district Vertical Teaming Plan and a Career-Technical Education Plan. (including English Learners, 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)	Establish Vertical Team Plan to include representatives from each site & district leadership. Engage in goal setting, develop key strategies to support success, and devote professional development time to vertical teaming. 1000-1999: Certificated Personnel Salaries Supplemental \$30,000 Establish Career-Technical Education Plan to include representatives from each site & district leadership. Engage in goal setting, develop key strategies to support success, and devote professional development time to career-technical vertical teaming. Fund Career-Technical Education coordination for district-wide implementation. 1000-1999: Certificated Personnel Salaries Supplemental \$38,000
(English Learner Subgroup) Increase re-classification rate district-wide to support English Learners, including those who also qualify as English Learners, socio-economically disadvantaged students, and students with special needs.	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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	EL Coordinator will provide professional support via presentations, coaching, modeling, and data analysis to facilitate quality instruction. 1000-1999: Certificated Personnel Salaries Concentration \$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
(Low Socio-economic & English Learner Subgroup) Preparation for pupil proficiency in English and math on Smarter Balanced Assessments.	EES;EMS; EHS;MHS	<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)	District EL Coordinator position will provide targeted English Learner support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Concentration \$12,465 Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$1,813
(Low Socio-economic & English Learner Subgroup) Preparation for pupil proficiency in English and math on district-created benchmark exams aligned to Smarter Balanced exams.	EES;EMS; EHS;MHS	<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	Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$1,813 Provide additional reading support during the school day and after school. 1000-1999: Certificated Personnel Salaries Supplemental \$11,389

		_ Other Subgroups: (Specify)	
(Low Socio-economic & English Learner Subgroup) Monitoring of student academic achievement and provision of academic counseling/support.	EES;EMS; EHS;MHS	_ 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 _ Other Subgroups: (Specify)	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
(Low Socio-Economic & English Learner subgroups) Improve district-wide RtI strategies to support student achievement and identify struggling learners to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).	EES;EMS; EHS;MHS	_ 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 _ Other Subgroups: (Specify)	EL Coordinator will provide professional support via presentations, coaching, modeling, and data analysis to facilitate quality instruction. 1000-1999: Certificated Personnel Salaries Concentration \$12,221 Establish monthly RtI/SS meetings at all campuses to identify students, discuss referrals, establish programs of support and track student progress. 1000-1999: Certificated Personnel Salaries Concentration \$2,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Professional development to support quality instruction aligned with Common Core State Standards resulting in increased pupil proficiency on the Smarter Balanced Assessments. 2. An increase in pupil proficiency in English/math on district exams, SBAC interim assessments, and EAP/ELM exams. 3. Continued student access at all sites to extended day instruction focusing on reading, writing, and math. Extended day programs will target low-performing students. 4. Increased student access at EMS, EHS, and MHS to inquiry-based lessons and laboratories in science and history. 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 all sites. 6. Increased student participation in visual/performing arts K-12. Increased student achievement in visual/performing arts K-12 based on visual/performing arts assessment in May. 7. Improved vertical articulation based on development of a district Vertical Teaming Plan. An emphasis will be placed on writing throughout the curriculum and technology integration. 8. Improved Career-Technical Articulation based on development of a district Career-Technical Education Plan. An emphasis will be placed on Presentations of Knowledge & Ideas (PKI) throughout the curriculum (TK-12) with technology integration. 9. Increased student access to inquiry-based lessons/projects in visual/performing arts and Career-Technical Education courses at all sites. 10. Increased student enrollment in middle school elective courses. 11. Increase number of students scoring 3+ on Advanced Placement exams. 12. Increase ELL re-classification rate district-wide and increase student CELDT scores district-wide. Provide professional support, via Coordinator of EL, for classroom teachers to facilitate quality instruction. 13. Improved 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
An increase in pupil proficiency in English and math on Smarter Balanced Assessments to support all students (including English Learners, socio-economically disadvantaged students, and students with special	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Provide Smarter Balanced training for certificated staff and administration. 1000-1999: Certificated Personnel Salaries Base \$30,057 Provide instructional aide support for elementary school

<p>needs).</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>literacy. Increase direct services for small group reading pull out by providing three full-time instructional aide positions. 2000-2999: Classified Personnel Salaries Supplemental \$143,639</p> <p>District EL Coordinator position will provide targeted English Learner support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Concentration \$12,465</p> <p>Provide support for primary grade literacy through a Early Literacy Teacher position. The Early Literacy Teacher will coordinate the work of the instructional aides, support teachers with small-group instructional planning, and provide small-group reading instruction in grades K-3. 1000-1999: Certificated Personnel Salaries Base \$115,000</p> <p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$24,421</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, 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 \$90,172</p> <p>Provide access to Illuminate web-based program. 5000-5999: Services And Other Operating Expenditures Supplemental \$6,600</p> <p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$3,699</p> <p>Provide substitute coverage for on-going reading assessments K-3 and new student screening. 1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p>
<p>Increased student access to extended day instruction focusing on reading, writing, and math to support all students (including English Learners, 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>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$3,699</p> <p>Purchase necessary reading or math software for use during extended day programming. 5000-5999: Services And Other Operating Expenditures Concentration \$3,000</p>

		_ Other Subgroups: (Specify)	
Increased student access to inquiry-based lessons and laboratories in physical education, technology, visual/performing arts, science and history to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).	EES, 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)	Purchase equipment, supplies, and materials for middle & high school science, history, visual/performing arts, and technology courses. 4000-4999: Books And Supplies Supplemental \$23,000
Increased student enrollment in middle school elective courses to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).	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)	Purchase materials, supplies, and supplemental texts for middle school elective courses. 4000-4999: Books And Supplies Supplemental \$5,500
Increased student participation in music at the K-8 level in the VITA program to support all students (including English Learners, 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)	Provide funding to support visual and performing arts education in grades K-8. 1000-1999: Certificated Personnel Salaries Supplemental \$38000 <hr/> Fund instruments to support visual and performing arts education in grades K-8. 4000-4999: Books And Supplies Supplemental \$5,000 <hr/> Provide funding to support visual and performing arts education in grades K-8. 3000-3999: Employee Benefits Supplemental \$15,000
Increased student access to career workshops and career field experiences to support all students (including English Learners, 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)	Fund career-field related visits to work sites or technical schools for students. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000 <hr/> Support site-based career day events. 1000-1999: Certificated Personnel Salaries Supplemental \$2,321

<p>Improved vertical articulation based on development of a district Vertical Teaming Plan and a Career-Technical Education Plan. (including English Learners, 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>Improve upon the Vertical Teaming Plan; specifically representative membership, goal setting, key strategies and professional development for vertical teaming. 1000-1999: Certificated Personnel Salaries Supplemental \$30,000</p> <p>Improve upon the Career-Technical Education Plan; specifically representative membership, goal setting, key strategies and professional development for career-technical vertical teaming. Fund Career-Technical Education coordination for district-wide implementation. 1000-1999: Certificated Personnel Salaries Supplemental \$38,000</p>
<p>(English Learner Subgroup) Increase re-classification rate district-wide to support English Learners, including those who also qualify as English Learners, socio-economically disadvantaged students, and students with special needs.</p>	<p>EES;EMS; EHS;MHS</p>	<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>EL Coordinator will provide professional support via presentations, coaching, modeling, and data analysis to facilitate quality instruction. 1000-1999: Certificated Personnel Salaries Concentration \$12,465</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 \$2,000</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 \$12,465</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 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 Supplemental \$1,849</p> <p>Provide additional reading support during the school day and after school. 1000-1999: Certificated Personnel Salaries Supplemental \$11,616</p>
<p>(Low Socio-Economic & English Learner subgroups) Monitoring of students' academic achievement and</p>	<p>EES;EMS; EHS;MHS</p>	<p><input type="checkbox"/> All OR:</p>	<p>Data analysis focused on student achievement on a quarterly basis. School administration and support staff will evaluate</p>

<p>provision of academic/counseling support</p>		<p><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>student achievement on benchmark exams using Illuminate. 1000-1999: Certificated Personnel Salaries Base \$7,650</p>
<p>(Low Socio-Economic & English Learner subgroups) Improve district-wide RtI strategies to support student achievement and identify struggling learners to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).</p>	<p>All sites</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>EL Coordinator will provide professional support via presentations, coaching, modeling, and data analysis to facilitate quality instruction. 1000-1999: Certificated Personnel Salaries Concentration \$12,715</p> <hr/> <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 \$2000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Professional development to support quality instruction aligned with Common Core State Standards resulting in increased pupil proficiency on the Smarter Balanced Assessments. 2. An increase in pupil proficiency in English/math on district exams, SBAC interim assessments, and EAP/ELM exams. 3. Continued student access at all sites to extended day instruction focusing on reading, writing, and math. Extended day programs will target low-performing students. 4. Increased student access at EMS, EHS, and MHS to inquiry-based lessons and laboratories in science and history. 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 EES. 6. Increased student participation in visual/performing arts K-12. Increased student achievement in visual/performing arts K-12 based on visual/performing arts assessment in May. 7. Improved vertical articulation based on development of a district Vertical Teaming Plan. An emphasis will be placed on writing throughout the curriculum and technology integration. 8. Improved Career-Technical Articulation based on development of a district Career-Technical Education Plan. An emphasis will be placed on Presentations of Knowledge & Ideas (PKI) throughout the curriculum (TK-12) with technology integration. 9. Increased student access to inquiry-based lessons/projects in visual/performing arts and Career-Technical Education courses at all sites. 10. Increased student enrollment in middle school elective courses. 11. Increase number of students scoring 3+ on Advanced Placement exams. 12. Increase ELL re-classification rate district-wide and increase student CELDT scores district-wide. Provide professional support, via Coordinator of EL, for classroom teachers to facilitate quality instruction. 13. Improved 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
An increase in pupil proficiency in English and math on Smarter Balanced Assessments to support all students (including English Learners, socio-economically disadvantaged students, and students with special	EES;EMS; EHS;MHS	<input checked="" type="checkbox"/> All <u>OR:</u> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Provide Smarter Balanced training for certificated staff and administration. 1000-1999: Certificated Personnel Salaries Base \$30,659 Provide instructional aide support for elementary school

<p>needs).</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>literacy. Increase direct services for small group reading pull out by providing three full-time instructional aide positions. 2000-2999: Classified Personnel Salaries Supplemental \$146,512</p> <p>District EL Coordinator position will provide targeted English Learner support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Concentration \$12,715</p> <p>Provide support for primary grade literacy through a Early Literacy Teacher position. The Early Literacy Teacher will coordinate the work of the instructional aides, support teachers with small-group instructional planning, and provide small-group reading instruction in grades K-3. 1000-1999: Certificated Personnel Salaries Base \$120,000</p> <p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$24,908</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, 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 \$91,976</p> <p>Provide access to Illuminate and School Loop web-based programs. 5000-5999: Services And Other Operating Expenditures Supplemental \$6,600</p> <p>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$3,772</p> <p>Provide substitute coverage for on-going reading assessments K-3 and new student screening. 1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p>
<p>Increased student access to extended day instruction focusing on reading, writing, and math to support all students (including English Learners, 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>Provide after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$3,772</p> <p>Purchase necessary reading or math software for use during extended day programming. 5000-5999: Services And Other Operating Expenditures Concentration \$3,000</p>

		_ Other Subgroups: (Specify)	
Increased student access to inquiry-based lessons and laboratories in physical education, technology, visual/performing arts, science and history to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).	EES, 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)	Purchase equipment, supplies, and materials for science, history, visual/performing arts, and technology courses. 4000-4999: Books And Supplies Supplemental \$16,000
Increased student enrollment in middle school elective courses to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).	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)	Purchase materials, supplies, and supplemental texts for middle school. 4000-4999: Books And Supplies Supplemental \$5,500
Increased student participation in music at the K-8 level to support all students (including English Learners, 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)	Provide funding to support visual and performing arts education in grades K-8. 1000-1999: Certificated Personnel Salaries Supplemental \$39,000 Provide funding to support instruments for visual and performing arts education in grades K-8. 4000-4999: Books And Supplies Supplemental \$5,000 Provide funding to support visual and performing arts education in grades K-8. 3000-3999: Employee Benefits Supplemental \$16,000
Increased student access to career workshops and career field experiences to support all students (including English Learners, 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)	Fund career-field related visits to work sites or technical schools for students. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000 Support site-based career day events. 1000-1999: Certificated Personnel Salaries Supplemental \$2,368

<p>Improved vertical articulation based on development of a district Vertical Teaming Plan and a Career-Technical Education Plan.</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>Improve upon the Vertical Teaming Plan; specifically representative membership, goal setting, key strategies and professional development for vertical teaming. 1000-1999: Certificated Personnel Salaries Other \$30,000</p> <p>Improve upon the Career-Technical Education Plan; specifically representative membership, goal setting, key strategies and professional development for career-technical vertical teaming. Fund Career-Technical Education coordination for district-wide implementation. 1000-1999: Certificated Personnel Salaries Other \$38,000</p>
<p>(English Learner Subgroup) Increase re-classification rate district-wide to support English Learners, including those who also qualify as English Learners, socio-economically disadvantaged students, and students with special needs.</p>	<p>EES;EMS; EHS;MHS</p>	<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 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>EL Coordinator will provide professional support via presentations, coaching, modeling, and data analysis to facilitate quality instruction. 1000-1999: Certificated Personnel Salaries Concentration \$12,221</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 \$12,715</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 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 Supplemental \$1,886</p> <p>Provide additional reading support during the school day and after school. 1000-1999: Certificated Personnel Salaries Supplemental \$11,849</p>
<p>(Low Socio-Economic & English Learner subgroups)</p>	<p>EES;EMS;</p>	<p><input type="checkbox"/> All -----</p>	<p>Data analysis focused on student achievement on a quarterly</p>

<p>Monitoring of students' academic achievement and provision of academic/counseling support</p>	<p>EHS;MHS</p>	<p>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>basis. School administration and support staff will evaluate student achievement on benchmark exams using Illuminate. 1000-1999: Certificated Personnel Salaries Base \$7,803</p>
<p>(Low Socio-Economic & English Learner subgroups) Improve district-wide RtI strategies to support student achievement and identify struggling learners to support all students (including English Learners, socio-economically disadvantaged students, and students with special needs).</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>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 \$2000</p> <p>EL Coordinator will provide professional support via presentations, coaching, modeling, and data analysis to facilitate quality instruction. 1000-1999: Certificated Personnel Salaries Base \$12,715</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 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 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. 3. Improved graduation rate. 4. Increased community involvement. 5. Decreased student suspensions and expulsions. 6. Improved school-parent communication. 7. Increased parent education programs. 8. Increased and improved student engagement in athletics. <p>Metrics:</p> <ol style="list-style-type: none"> 1. Annual report tracking parent attendance to School Site Council meetings, English Learners Advisory Council meetings, and Student-Led Conferences. 2. Annual report tracking the number of cleared parent volunteers in the EUSD. 3. Increased average daily attendance: 4. Increased graduation rate and decrease middle school/high school drop out rate. 5. Increased community involvement in school-affiliated booster organizations. Increased participation measured through attendance to meeting and events. 6. School Climate Surveys, measuring a "sense of safety" and "school-community connectedness" implemented at all sites. 7. Increased school-community connectedness among students and staff. Surveys to be implemented with students, faculty, and parents each school year.
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	<p>8. Increased “sense of safety” reported by students, staff, and parents. Surveys to be implemented with students, faculty, and parents each school year.</p> <p>9. Decreased suspension rates for EES, EMS, EHS, and MHS.</p>				
Goal Applies to:	<table border="1"><tr><td data-bbox="317 321 436 365">Schools:</td><td data-bbox="436 321 2003 365">EES, EMS, EHS, MHS</td></tr><tr><td data-bbox="317 365 436 587">Applicable Pupil Subgroups:</td><td data-bbox="436 365 2003 587"><ul style="list-style-type: none">• English Learners• Students with special needs• Economically Disadvantaged students• Hispanic• White• Foster youth</td></tr></table>	Schools:	EES, EMS, EHS, MHS	Applicable Pupil Subgroups:	<ul style="list-style-type: none">• English Learners• Students with special needs• Economically Disadvantaged students• Hispanic• White• Foster youth
Schools:	EES, EMS, EHS, MHS				
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: 2016-2017

- Expected Annual Measurable Outcomes:
1. Increased parent participation 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.
 4. An increase in student graduation rates and a decrease in drop out rates for middle/high school.
 5. Increased counseling services for students K-12.
 6. Decreased student suspension/expulsion rates.
 7. Continued student access to academic field trips at K-8 level.
 8. Increased support for physical education, athletics, and athletics transportation at the middle and high school level.
 9. Continued parent education.
 10. Continued implementation of student, teacher, and parent surveys to facilitate parent training, student programs, and teacher training.
 11. Improved school to parent communication as measured by parent, staff, and student surveys concerning safety and school connectedness.
 12. Implement services to support physical and social/emotional needs of students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increased parent participation in Student-Led Conferences to support all students (including English learners, 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 \$4,000 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.(including English learners, 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	Defray cost of fees associated to serve as a parent volunteer. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
An increase in student attendance rates. (including English learners, 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 rewarding student attendance and achievement. 4000-4999: Books And Supplies Supplemental \$3,750 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 Establish district-wide SARB process for excessive absenteeism. 2000-2999: Classified Personnel Salaries Concentration \$30,686 Provide funding to support DARE education programming at the K-8 levels. 4000-4999: Books And Supplies Supplemental \$850 Provide funding to support Safe School education programming at the K-12 levels. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000 Provide funding to support Safe School education programming at the K-12 levels. 4000-4999: Books And Supplies Supplemental \$2,000
An increase in student graduation rates. (including English learners, socio-economically disadvantaged students, and students with special needs).	All Sites	<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 \$3,626 Provide monitoring for students falling behind in credits. 1000-1999: Certificated Personnel Salaries Base \$5,843
Increased student wellness services. (including English learners, socio-economically disadvantaged students, and students with special needs).	All Sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Increased Tier 2 Counseling services for qualifying students with special needs provided by a school psychologist. Provide counseling services five days per week throughout the district. 1000-1999: Certificated Personnel Salaries Other \$120,000 Provide additional nursing services to facilitate increased

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	wellness, nutrition, and crisis support services. 1000-1999: Certificated Personnel Salaries Concentration \$18,000 Provide Restorative Justice Coordinator to promote effective disciplinary practices district-wide through collaboration and staff development. 1000-1999: Certificated Personnel Salaries Supplemental \$12,324
Increased student access to academic field trips at district school sites. (including English learners, socio-economically disadvantaged students, and students with special needs)..	All Sites	<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 district school sites. 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000
Increased support for physical education, 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)	All Sites	<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, athletics safety, 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 \$50,000 Provide 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 \$9,000 Provide funding for physical education K-12. 4000-4999: Books And Supplies Supplemental \$12,000
Increased awareness regarding anti-bullying strategies K-12. (including English Learners, low socio-economically disadvantaged students, and students with special needs)	All Sites	<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 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 Operating Expenditures Supplemental \$6,000
(English Learner Subgroup) Support for school-home communication.	All Sites	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Ensure translation services for announcements, letters, and phone calls eliciting parental involvement at each campus. 2000-2999: Classified Personnel Salaries Supplemental \$24,527 Increase student and parent access to complete course

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
(Low Socio-economic Subgroup) Defray cost of fees associated to serve as a parent volunteer.	All Sites	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide funding to pay for tuberculosis exams, fingerprinting, and first-aid. 5000-5999: Services And Other Operating Expenditures Base \$2,500

LCAP Year 2: 2017-2018

- Expected Annual Measurable Outcomes:
1. Increased parent participation 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.
 4. An increase in student graduation rates and a decrease in drop out rates for middle/high school.
 5. Increased counseling services for students K-12.
 6. Decreased student suspension/expulsion rates.
 7. Continued student access to academic field trips at K-8 level.
 8. Increased support for physical education, athletics, and athletics transportation at the middle and high school level.
 9. Continued parent education.
 10. Continued implementation of student, teacher, and parent surveys to facilitate parent training, student programs, and teacher training.
 11. Improved school to parent communication as measured by parent, staff, and student surveys concerning safety and school connectedness.
 12. Implement services to support physical and social/emotional needs of students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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 \$4,000 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	Defray cost of fees associated to serve as a parent volunteer. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide funding for rewarding student attendance and academic achievement. 4000-4999: Books And Supplies Supplemental \$3,750 Facilitate SARB process for excessive absenteeism. (2000-2999; 3000- 3999; 4000- 4999) 4000-4999: Books And Supplies Concentration \$41,500 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 Provide funding to support Safe School education programming at the K-12 levels. 4000-4999: Books And Supplies Supplemental \$2,000 Provide funding to support Safe School education programming at the K-12 levels. 1000-1999: Certificated Personnel Salaries Supplemental \$2,000 Provide funding for the DARE program at the 5th grade level. 4000-4999: Books And Supplies Supplemental \$850
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: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide funding for after-school and Saturday tutoring. 1000-1999: Certificated Personnel Salaries Concentration \$3,699 Provide monitoring for students falling behind in credits. 1000-1999: Certificated Personnel Salaries Base \$5,960
Increased student wellness services. (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	Increased Tier 2 Counseling services for qualifying students with special needs provided by a school psychologist. Provide counseling services five days per week throughout the EUSD. (ERMHS Funding) 1000-1999: Certificated Personnel Salaries Other \$125,000 Provide additional nursing services to facilitate increased

		English proficient _ Other Subgroups: (Specify)	wellness, nutrition, and crisis support services. 1000-1999: Certificated Personnel Salaries Concentration \$18,360 Provide Restorative Justice Coordinator to promote effective disciplinary practices district-wide through collaboration and staff development. 1000-1999: Certificated Personnel Salaries Supplemental \$12,324
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).	EES & EMS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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 \$20,000
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).	All Sites	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide funding for athletics, athletics safety, 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 \$45,000 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 Provide funding to support physical education instruction K-12 4000-4999: Books And Supplies Supplemental \$9,000
Increased awareness regarding anti-bullying strategies K-12. (including English Learners, low socio-economically disadvantaged students, and students with special needs)	All Sites	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide anti-bullying training for all staff K-12 and support district-wide anti-bullying program. 1000-1999: Certificated Personnel Salaries Supplemental \$7,500
(Low Socio-economic Subgroup) Defray cost of fees associated to serve as a parent volunteer.	All Sites	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth	Provide funding to pay for tuberculosis exams, fingerprinting, and first-aid. 5000-5999: Services And Other Operating Expenditures Base \$2,500

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
(English Learner Subgroup) Support for school-home communication.	All Sites	<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)	Ensure translation services for announcements, letters, and phone calls eliciting parental involvement at each campus. 2000-2999: Classified Personnel Salaries Supplemental \$25,000 <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 \$3,464

LCAP Year 3: 2018-19

- Expected Annual Measurable Outcomes:
1. Increased parent participation 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.
 4. An increase in student graduation rates and a decrease in drop out rates for middle/high school.
 5. Increased counseling services for students K-12.
 6. Decreased student suspension/expulsion rates.
 7. Continued student access to academic field trips at K-8 level.
 8. Increased support for physical education, athletics, and athletics transportation at the middle and high school level.
 9. Continued parent education.
 10. Continued implementation of student, teacher, and parent surveys to facilitate parent training, student programs, and teacher training.
 11. Improved school to parent communication as measured by parent, staff, and student surveys concerning safety and school connectedness.
 12. Implement services to support physical and social/emotional needs of students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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 \$4000 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	Defray cost of fees associated to serve as a parent volunteer. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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)	Provide funding for rewarding student attendance and academic achievement. 4000-4999: Books And Supplies Supplemental \$3,750 Facilitate SARB process for excessive absenteeism. 4000-4999: Books And Supplies Concentration \$42,500 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 \$127,500 Provide funding for DARE at the 5th grade level. 4000-4999: Books And Supplies Supplemental \$850
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 \$3,772 Provide monitoring for students falling behind in credits. 1000-1999: Certificated Personnel Salaries Base \$6,079
Increased counseling services for students K-12 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 counseling services five days per week throughout the EUSD. 1000-1999: Certificated Personnel Salaries Other \$130,000 Provide additional nursing services to facilitate increased wellness, nutrition, and crisis support services. 1000-1999: Certificated Personnel Salaries Supplemental \$18,360 Provide Restorative Justice Coordinator to promote effective disciplinary practices district-wide through collaboration and staff development. 1000-1999: Certificated Personnel Salaries Supplemental \$12,324
Increased student access to academic field trips at K-8 level to support all students (including English Learners, low socio-economically disadvantaged students, and	EES & EMS & MHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	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 \$15,000

<p>students with special needs).</p>		<p><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 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>All Sites</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, athletics safety, 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 \$40,000</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 \$7,000</p> <p>Provide funding to support physical education instruction K-12 4000-4999: Books And Supplies Supplemental \$6,000</p>
<p>Increased awareness regarding anti-bullying strategies K-12. (including English Learners, low socio-economically disadvantaged students, and students with special needs)</p>	<p>All Sites</p>	<p><input 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 anti-bullying training for all staff K-12 and support district-wide anti-bullying program. 1000-1999: Certificated Personnel Salaries Supplemental \$7,650</p>
<p>(Low Socio-economic Subgroup) Defray cost of fees associated to serve as a parent volunteer.</p>	<p>All Sites</p>	<p><input type="checkbox"/> All OR: <input checked="" 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 pay for tuberculosis exams, fingerprinting, and first-aid. 5000-5999: Services And Other Operating Expenditures Base \$2,500</p>
<p>(English Learner Subgroup) Support for school-home communication.</p>	<p>All Sites</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Ensure translation services for announcements, letters, and phone calls eliciting parental involvement at each campus. 2000-2999: Classified Personnel Salaries Supplemental \$25,500</p> <p>Increase student and parent access to complete course</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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 \$3,431
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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?

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.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Establish Conditions of Learning to maintain facilities, retain staff, implement standards, and offer broad course access.</p>	<p>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 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups:</p> <ul style="list-style-type: none"> • English Learners • Students with special needs • Economically Disadvantaged students • Hispanic • White • Foster youth 	
<p>Expected Annual Measurable Outcomes:</p>	<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.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1. Many campus improvements have been made in the 2015-2016 school year.</p> <p>EES: New roofing was installed in the Kindergarten wing of the campus. A portable restroom, unavailable for use since 2012, has been repaired and is now in use again during school hours April 2016. Many classrooms received new carpets or tile floors. Drinking fountains on-campus will be refurbished or replaced.</p> <p>EMS: An updated and improved softball field has been implemented this year. This includes storage, fencing, and improved fields.</p> <p>EHS: New roofing was installed at Marsh Hall and covered walkways at EHS. Several classrooms were upgraded with new carpets and/or tile floors.</p> <p>District Facility Inspection Tool (FIT) Data: EES: 91.09% of facilities in good repair EMS: 98.58% of facilities in good repair EHS: 97.91% of facilities in good repair MHS: 93.06 of facilities in good repair</p>

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.

2. The Esparto Unified School District worked diligently to ensure teacher compliance with the No Child Left Behind credentialing requirements.

EUSD Highly-Qualified Teacher Data:
94% of all district teachers are Highly Qualified.

3. Esparto Elementary School: EES adopted GoMath aCCSS-aligned Math curriculum. EES purchased Houghton-Mifflin CCSS Enhancement Packs for each classroom to bring our ELA curriculum into CCSS alignment. The school purchased a set of levelled library books that are a balance between fiction and non-fiction. Teachers have class sets of Scholastic News and Time For Kids, which help teachers implement close reading strategies. The school has also purchased new ELD curriculum (National Geographic REACH) for grades K-5.

Esparto Middle School: New texts for 6th grade Go Math! have been adopted and acquired. New texts for 6-8 grade ELD (National Geographic) have been acquired. New texts for 7th and 8th grade Robotics have also been purchased.

Madison Continuation High School: New texts for core-classes have been acquired. Specifically, new texts for English and History have been acquired.

Esparto High School: Esparto High School has purchased CCSS-aligned textbooks in multiple subject areas. New texts for Advanced Placement Statistics have been acquired.

EUSD Textbook Sufficiency Data: 100% student access to standards-aligned textbooks.

4. Esparto Elementary School: Staff development efforts at Esparto

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.

Elementary have focused on early literacy acquisition aligned with Common Core Standards. Teachers have received training on Google for Education and Whole Brain Teaching strategies.

Esparto Middle School: Staff development efforts at Esparto Middle School have focused on critical reading and writing strategies aligned with Common Core Standards. Teachers have received training on Google Apps for Education and Whole Brain Teaching strategies.

Esparto High School: Administrators led a PD session regarding the major shifts of Common Core curriculum in both ELA and Math. Teachers have received training on Google Apps for Education.

5.
Esparto Elementary School: Classroom desktop computers have been added to some classrooms. 150 Chrome books were purchased and have been in use since March 2016 for students in grades 2-5. An additional 16 library Chrome books were purchased.

Esparto Middle School: Classroom desktop computers have been added to some classrooms. 75 Chrome books were purchased and have been in use since March 2016 for students in grades 6-8.

Esparto High School: Digital Arts software purchases including; AutoDesk Design Suite, 3DS Max, Maya, Adobe Creative Suite. Reading Support software purchased; Reading A to Z. All students and Staff were assigned GAFE accounts. All 9th grade students were enrolled in My 10 Year plan, an online goal setting and planning website aligned with Get Focused Stay Focused. 5 iMac computers were purchased to be used in the Digital Arts Media program. 60 Acer Chromebooks were purchased and deployed into English and Math classes.

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

6.
Esparto High School: School held A-G review meetings in November 2015 with sophomores and juniors to discuss their A-G status as of Spring 2015. Individual plans have been created for all students involved. Their individual A-G reports will now include the first semester of the 2015-16 school year. The school counselor reviewed the updated report during the individual registration meetings that are held with all sophomores and juniors in March 2016. At these meetings, students will plan the courses that they will need to take for the 2016-2017 school year in order to meet UC/CSU eligibility.
Class of 2013 A-G completion 19%
Class of 2014 A-G completion 41%
Class of 2015 A-G completion 45%

7.
Esparto High School:
Currently the vast majority of students enrolled in CTE Digital Arts Media , CTE Floral Design, CTE Intro to Ag Business, CTE Basic Food Preparation, CTE Culinary, CTE Ag Construction, and CTE Stagecraft have completed Fall semester with a C or better.

CTE Digital Arts Media: 100% students earning C or better for Fall Semester
CTE Floral: 100% students earning C or better for Fall Semester
CTE Culinary: 100% students earning C or better for Fall Semester
CTE Basic Food Preparation: 100% students earning C or better for Fall Semester
CTE Intro to Ag Business: 100% students earning C or better for Fall Semester
CTE Ag Construction: 98% students earning C or better for Fall Semester
CTE Stagecraft: 100% students earning C or better for Fall Semester
CTE Theatre Arts: 98% of students earning C or better for Fall Semester

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.

8. Esparto High School: EHS has provided both English teachers with five days of Expository Reading and Writing Curriculum (ERWC) training in 2015-2016. Teachers have implemented various strategies (For/against the grain; rhetoric lessons; connotation practice; response to articles) and used the resources available in ERWC modules (articles and handouts) to help students develop skills necessary to succeed on the EPT. These strategies teach students how to read passages and articles independently, to annotate these passages, to use context clues to learn vocabulary, and to complete an analysis based on their understanding of the text. Persuasive arguments using evidence to support their claims. Through ERWC training, teachers are incorporating strategies for rhetorical responses that use evidence to support claims instead of the use of reflective answers. Students are answering open-ended questions that require them to explain the reasons behind their thoughts and provide the evidence to prove it. These skills will assist in preparation with EPT due to the rhetorical strategies in the process of being developed. Reading strategies incorporated: prereading, reading for understanding, postreading, connecting reading to writing, use of writing templates, and revising/editing. Literature in process= The Odyssey.

Class of 2015 UC/CSU eligibility %: 45
Class of 2014 UC/CSU eligibility %: 41
Class of 2013 UC/CSU eligibility %: 19

Class of 2015 EAP Readiness %: 44
Class of 2014 EAP Readiness %: 60
Class of 2013 EAP Readiness %: 29

Class of 2015 ELM Readiness %: 18
Class of 2014 ELM Readiness %: 44
Class of 2013 ELM Readiness %: 63

EUSD CTE Capstone Course Completion%:
25% in 2015
58% in 2016

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.

9.
Esparto Elementary School: EES Kindergarten -3rd grade teachers participated in three days of paid professional development over the summer with the UCD REEd project. The partnership includes sessions with one of the trainers for teachers on minimum Mondays as well as two full-day training on non-student days. The focus of these trainings is directed discussion and Professional Learning Community development. EES also had a full day professional development on GoMath as part of the school's adoption. Teachers at Esparto Elementary received a full-day training from National Geographic to become familiarized with the new National Geographic REACH ELD curriculum.

Esparto Middle School: EES Teachers participated Professional Learning Community training. EMS also had a full-day professional development on critical thinking and critical writing. Teachers at Esparto Middle School have also received a full-day training from Google Apps for Education.

Esparto High School: Three staff members attended a 3-day conference in October offered by the National Career Pathways Network. This conference provided staff a chance to attend 9 sessions focused on Career Technical Education and career pathways. Topics included; dual enrollment, capstone courses, fostering collaboration among local agencies, embedding industry certifications in high school courses, bridging skills gaps in the workforce, using technology and many others. Also, teachers of particular CTE course attend workshops and training related to their field. Four staff members attended Educating for Careers in March 2016.

		<p>10. The Board of Trustees approved pay increases to classified, certificated, and unrepresented staff in 2015-2016. The total cost of this compensation package increase is: Certificated Teachers: \$304,764 Classified Staff: \$ 86,824 Unrepresented: \$28,702</p> <p>11. The EUSD provided induction support for our preliminary credential holders. In 2015-16, we provided two support providers for five teachers who were working toward their clear credentials. The district utilizes induction support from two separate entities based on the needs of each teacher.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services																													
	Budgeted Expenditures		Estimated Actual Annual 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 students, and students with special needs).	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 \$35,000 Facilities requiring improvements will be repaired. 6000-6999: Capital Outlay Supplemental \$40,000	Site and district staff have ensured facility improvements, district-wide. (including English Learners, low socio-economically disadvantaged students, and students with special needs).	District maintenance staff and administration conducted facility reviews. 2000-2999: Classified Personnel Salaries Base \$16,380 Facilities requiring improvements have been repaired. 6000-6999: Capital Outlay Base \$29,359 Facilities requiring improvements have been repaired. 6000-6999: Capital Outlay Supplemental \$77,710																												
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>EES;EMS;EHS;MHS</td> </tr> </table>	Scope of Service	EES;EMS;EHS;MHS		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>EES;EMS;EHS;MHS</td> </tr> </table>	Scope of Service	EES;EMS;EHS;MHS																									
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<p>Conduct teacher credential reviews to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</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>Conducted teacher credential reviews to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>District administration and site administration monitored teacher credentialing through the teacher assignment process. (1000-1999 & 2000-2999) 1000-1999: Certificated Personnel Salaries Base \$119,205</p>
<p>Scope of Service EES;EMS;EHS;MHS</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;EHS;MHS</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>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 at the K-5 level. 4000-4999: Books And Supplies Supplemental \$35,000</p> <p>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</p> <p>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>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>CCSS-aligned instructional materials and supplemental materials were purchased at the K-5 level. 4000-4999: Books And Supplies Supplemental \$34,340</p> <p>CCSS-aligned instructional materials and supplemental materials were purchased in Math and English at the 6-8 level. 4000-4999: Books And Supplies Supplemental \$21,290</p> <p>CCSS-aligned instructional materials and supplemental materials were purchased in core courses at the high school level. 4000-4999: Books And Supplies Supplemental \$25,828</p>
<p>Scope of Service EES;EMS;EHS;MHS</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service EES;EMS;EHS;MHS</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

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<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>Provide Common Core State Standards training during 4 non-student days. 1000-1999: Certificated Personnel Salaries Supplemental \$84,457</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 \$8,840</p>	<p>District-wide staff development focusing on the Common Core State Standards were 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>Provided Common Core State Standards training during 4 non-student days. 1000-1999: Certificated Personnel Salaries Supplemental \$57,013</p> <p>Professional development focusing on language acquisition was provided at all sites during teacher release time and through regional trainings. 1000-1999: Certificated Personnel Salaries Supplemental \$9,193</p>
<p>Scope of Service: EES;EMS;EHS;MHS</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;EHS;MHS</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 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>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>	<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>Provided funding to maintain and support computer labs and classroom technology implemented by teachers at the high school level. 4000-4999: Books And Supplies Supplemental \$7,500</p>
<p>Scope of Service: Esparto High School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</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 <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 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>Increase access to courses meeting A-G requirements through master scheduling, 1000-1999: Certificated Personnel Salaries Base \$24,150</p> <p>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</p>	<p>Ensured 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>Increase access to courses meeting A-G requirements through master scheduling, 1000-1999: Certificated Personnel Salaries Base \$24,116</p> <p>Conducted meetings held in November and March to review A-G progress, identified needed courses, and prepared for any remediation courses. 1000-1999: Certificated Personnel Salaries Base \$3,399</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 <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</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 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 \$136,910</p> <p>Provide funding to support CTE Basic Food Preparation (previously Culinary Arts) and CTE Agriculture Business project-based learning experiences for students. 4000-</p>	<p>Ensured 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>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 \$142,386</p> <p>Provided 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</p>

	<p>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 programs through the Carl Perkins Grant. 4000-4999: Books And Supplies Supplemental \$9,500</p>		<p>\$2,400</p> <p>Provided funding to support CTE Stage Craft project-based learning experiences for students. 4000-4999: Books And Supplies Supplemental \$6,827</p> <p>Provided funding to support CTE Floral Design project-based learning experiences for students. 4000-4999: Books And Supplies Supplemental \$4,243</p> <p>Provided funding to support CTE Agriculture Mechanics project-based learning experiences for students. 4000-4999: Books And Supplies Supplemental \$6,724</p> <p>Provided funding to support agriculture education through the Agriculture Incentive Grant. 4000-4999: Books And Supplies Supplemental \$11,825</p> <p>Provided funding to support career technical education programs through the Carl Perkins Grant. 4000-4999: Books And Supplies Supplemental \$6,766</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</p>	<p>Provide funding for Spartan Career Day, college visits, college fair</p>	<p>Ensured increased percentage of pupils meeting UC/CSU eligibility to support</p>	<p>Provided funding for Spartan Career Day, college visits, college fair events,</p>

<p>all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>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 implement instructional units to increase EAP & ELM readiness. 1000-1999: Certificated Personnel Salaries Supplemental \$921</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 Base \$3,268</p>	<p>all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>and monitor student progress toward UC/CSU eligibility. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,953</p> <p>Ensured teacher collaboration at the high school level to create and implement instructional units to increase EAP & ELM readiness. 1000-1999: Certificated Personnel Salaries Supplemental \$958</p> <p>Conducted 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 \$3,399</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>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 teachers to attend conferences and workshops focusing on Career-Technical Education. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,500</p> <p>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</p>	<p>Provided 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>Provided funding for teachers to attend conferences and workshops focusing on Career-Technical Education. 5000-5999: Services And Other Operating Expenditures Supplemental \$525</p> <p>Provided funding for teachers to attend conferences and workshops focusing on ERWC and/or Advanced Placement. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,550</p>

Scope of Service	EHS & EMS	Scope of Service	EHS & 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 English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<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>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>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 \$61,650</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>Enabled 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. Continued implementation of two-year teacher induction program for new teachers to support all students (including English Learners, low socioeconomically disadvantaged students, and students with special needs).</p>	<p>Provided funding to enable the attraction and retention of highly qualified professional staff and competitive compensation for certificated employees. 1000-1999: Certificated Personnel Salaries Base \$169,076</p> <p>Provided funding to enable the attraction and retention of highly qualified professional staff and competitive compensation for classified employees. 2000-2999: Classified Personnel Salaries Base \$71,692</p> <p>Supported 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 \$23,194</p>
<p>Scope of Service</p> <p>EES;EMS;EHS;MHS</p> <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</p> <p>EES;EMS;EHS;MHS</p> <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>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)					
(English Learner Subgroup) Support for instructional materials in home language.	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) Provided support for instructional materials in home language.	Instructional materials were made available in English and Spanish depending on enrollment, and as deemed necessary by the District EL Coordinator. 4000-4999: Books And Supplies Concentration \$53,261				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">EES;EMS;EHS;MHS</td> </tr> </table> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	EES;EMS;EHS;MHS		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">EES;EMS;EHS;MHS</td> </tr> </table> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	EES;EMS;EHS;MHS	
Scope of Service	EES;EMS;EHS;MHS						
Scope of Service	EES;EMS;EHS;MHS						
English Learner Subgroup) Support for school-home communication.	Ensure translation services and home-language services are offered by administrative support staff at K-5 campus. 2000-2999: Classified Personnel Salaries Concentration \$5,808 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 Ensure translation services and home-language services are offered by administrative support staff at District Office. 2000-2999: Classified Personnel Salaries Concentration \$10,150 Ensure translation services and home-language services are offered	English Learner Subgroup) Provided support for school-home communication.	Ensured translation services and home-language services were offered by administrative support staff at K-5 campus. 2000-2999: Classified Personnel Salaries Concentration \$6,040 Ensured translation services and home-language services are offered by administrative support staff at the high school campus. 2000-2999: Classified Personnel Salaries Concentration \$6,739 Ensured translation services and home-language services are offered by administrative support staff at District Office. 2000-2999: Classified Personnel Salaries Concentration \$10,556 Ensured translation services and home-language services are offered				

	by administrative support staff at EMS campus. 2000-2999: Classified Personnel Salaries Concentration \$400		by administrative support staff at EMS campus. 2000-2999: Classified Personnel Salaries Concentration \$416
<p>Scope of Service EES;EMS;EHS;MHS</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service EES;EMS;EHS;MHS</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
(English Learner Subgroup) Establish courses for ELD instruction.	Offer ELD specific instruction at the K-12 levels. 1000-1999: Certificated Personnel Salaries Concentration \$22,000	(English Learner Subgroup) Established courses for ELD instruction.	Offered ELD specific instruction at the K-12 levels. 1000-1999: Certificated Personnel Salaries Concentration \$22,880
<p>Scope of Service Site-level</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 checked="" 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 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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
(English Learner Subgroup) Provide ELD-specific professional development at all levels.	Provide professional development in ELD instruction. 1000-1999: Certificated Personnel Salaries Concentration \$8,375	(English Learner Subgroup) Provided ELD-specific professional development at all levels.	Provided professional development in ELD instruction. 1000-1999: Certificated Personnel Salaries Concentration \$8,710
<p>Scope of Service EES;EMS;EHS;MHS</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service EES;EMS;EHS;MHS</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p>	

<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)		<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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	EUSD staff and LCAP Committee members engaged in thorough reviews of the actions and services related to Goal 1. As a result of these reviews, the EUSD 2016- 2019 LCAP will include: (a) increased professional development focusing on critical reading, critical writing, presentations of knowledge and ideas (PKI), and technology integration. (b) increased technology infrastructure, teacher training, and device acquisition (c) increased funding for facilities improvements. (d) increased options for teachers to complete the teacher induction requirements. (e) increased staffing at Esparto Elementary School and Esparto Middle School to provide for improved literacy education and increased elective offerings in grades 6-8.		

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.

<p>Original GOAL 2 from prior year LCAP:</p>	<p>Raise student achievement across the curriculum.</p>	<p>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</p>
<p>Goal Applies to:</p>	<p>Schools: All Schools</p> <p>Applicable Pupil Subgroups:</p> <ul style="list-style-type: none"> • English Learners • Students with special needs • Economically Disadvantaged students • Hispanic • White • Foster youth 	
<p>Expected Annual Measurable Outcomes:</p>	<p>1. Continued professional development to support quality instruction aligned with Common Core State Standards resulting in increased pupil proficiency on the Smarter Balanced Assessments. State measure to determine new API has not yet been developed.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1. Esparto Elementary School: EES has had training by the principal on Math CCSS as well as the training provided by the GoMath representative on newly adopted materials. 3rd-5th grade teachers also received training on and administered three benchmark assessments throughout the school year using the Smarter Balanced Interim Assessments.</p> <p>Esparto Middle School: EMS has provided Common Core instructional training to all staff during professional development time. All staff received training on Smarter Balanced Interim Assessment Blocks and the Interim Comprehensive Assessments.</p> <p>Esparto High School: During Monday Minimum days and full-day professional development days, teachers have focused on Common Core aligned teaching strategies and activities such as; fostering critical thinking, writing using evidence, hands on learning, project based learning, inquiry based lessons.</p> <p>PRELIMINARY 2016 CAASPP Results: Percent Meeting or Exceeding Standard in English EES: 18%</p>

2. An increase in pupil proficiency in English/math on district benchmark exams and EAP/ELM exams.

EMS: 17%
EHS: 60%

Percent Meeting or Exceeding Standard in Math

EES: 13%
EMS: 15%
EHS: 23%

2.

Esparto Elementary School: All students in grades 3-5 have taken two interim assessment blocks for ELA and Math. All students in grades 3-5 have also taken the Interim Comprehensive Assessments for ELA and math. During these practice tests, student are given the opportunity to familiarize themselves with the test format and test supports such as the glossary, calculator, and item marking.

Reading Results:

Kinder: (83%) of students at or above grade level on Results Assessment

1st grade: (90%) of students at or above grade level on Basic Phonics Skills Test (BPST), (60%) of students at or above grade level on 1st grade High Frequency Sight Words

2nd grade: (76%) of students at or above grade level expectations on the Basic Phonics Skills Test (BPST), (74%) of students at or above grade level expectations on 2nd grade 120 High Frequency Sight Words, (72%) of students at or above grade level expectations on reading fluency passage, (64%) of students at or above grade level expectations on reading comprehension passage

3rd grade: 68% of students at or above grade level expectations on Results Assessment

Esparto Middle School: All students in grades 6-8 have taken two interim assessment blocks for ELA and Math. All students in grades 6-8 have also taken the Interim Comprehensive Assessments for ELA and math. During these practice tests, student are given the opportunity to familiarize themselves with the test format and test supports such as the glossary, calculator, item marking. Students are assigned DBQ exercises

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 at all sites beginning in 2nd grade through 11th grade.

to prepare them for On-demand writing tasks. Students are assigned performance tasks in Math to prepare them for CAASPP open-ended mathematics questions.

Percent Students Demonstrating Proficiency in grades 6-8
ELA Proficiency: 76%
Math Proficiency: 72%

Esparto High School: All students in grades 9-11 have taken the Interim Assessment Blocks for English Language Arts and math, as well as the ICA for both subjects. During these practice tests students were given the opportunity to familiarize themselves with the test format and test supports. Students were assigned DBQ exercises to prepare them for On-demand writing tasks such as those on the SBAC. Students are assigned performance tasks in Math to prepare them for SBAC open ended mathematics questions. English and Math Teachers attended a workshop at the CDE regarding the hand-scoring of constructed responses and shared the info with other teachers

Percent Students Demonstrating Proficiency in grades 6-8
ELA Proficiency: 76%
Math Proficiency: 72%

EAP College Readiness Proficiency:
2013 English: 29%
2014 English: 60%
2015 English: 44%

2013 Math: 64%
2014 Math: 48%
2015 Math: 18%

3.
Esparto Elementary School: EUSD hired an additional literacy aide, which has increased student access to small group reading instruction, primarily in 1st grade. A new license for LEXIA was purchased this year, which will allow three more years of access to the program and the data it provides teachers.

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.

Esparto Middle School: EUSD hired an additional literacy aide, which has increased student access to English Language Development support.

Esparto High School: After-school tutoring has continued with high numbers of students receiving support up to four times per week in English and math. The school purchased Reading A-Z for use with ELL students and provided three ELA/History teachers with ERWC training.

4. Esparto High School: Social Science faculty has attended workshops sponsored by the Sacramento County Office of Education. The workshops have focused on Expository Reading And Writing and how to incorporate strategies to increase student writing proficiency.

In science classes, lab equipment has been purchased to implement inquiry based lessons. Students have attended multiple field trips to gather soil and water samples to test in the lab, students have created in depth lab reports on the samples, students receive comprehensive instruction on lab safety and lab techniques.

5. Esparto Elementary School: Teachers are using site-purchased P.E. equipment. Teachers are making use of the cafeteria for P.E. activities. Teachers have identified the need for more training on P.E. skills.

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

6. Esparto Elementary School: EUSD funds classroom music instruction in all K-5 classrooms weekly. Kindergarten classrooms receive instruction on minimum days. In addition, violin instruction is provided during the school day to 4th and 5th grade students at the beginning and intermediate levels twice per week. This represents a 45% increase in music instruction over 2014-2015.

7. Esparto High School: The school has implemented a procedure for students to indicate interest in visiting colleges and universities. Students are asked to complete an interest/skills profile, resume, and obtain a letter of recommendation from a community member. In 2015-16 there are 12 campuses that students will be able to visit, including University of California, California State University, and community colleges.

All college visitations which include; UC Davis, UC Santa Cruz, UC Los Angeles, CSU Chico, Sonoma State, Cal Poly, UC Santa Barbara and CSU Monterey Bay; include a general tour, lunch on campus, a tour of student housing, and a student panel or admissions information session. Each trip also includes unique experiences such the opportunity to attend psychology, microbiology, ecology and chemistry lectures at UC Berkeley. Each trip has been 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.

8. Esparto High School: 104 students attended Career GPS at Cal Expo on September 30, 2015. Students experienced hands-on exploration of the following fields: Engineering, Advanced Manufacturing, Construction, Clean Energy, Healthcare / Bio Science, Public Service, Finance, Technology, Agriculture, Natural Resources and Food Production. The Art Institute has spoken to all art classes this year regarding programs offered. Students in the Culinary Arts program have begun an on-campus baking business and have catered several events providing them with real life, hands-on experiences.

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.

9. Esparto High School: Students work online with cloud-based tutorials with an option to acquire certification via proctored exams through Certiport. Students participate in online tutorials for Adobe Creative Suite using both materials provided by Adobe and by Digital Tutors. Training and workshops for the ETC Express Lighting Console. Students receive practice and training on AutoDesk Software through Global e-Training.

EHS % students involved in visual/performing arts: 61%

10. Esparto Middle School: Esparto Middle School has increased elective offerings by making Leadership, Robotics, music, fitness, and journalism available to all students in 2015-2016. The student enrollment in electives has increased 35% over 2014-2015.

11. EHS: Esparto High School has substantially increased the Advanced Placement courses, training, and readiness efforts. The school sent four teachers to Advanced Placement 5 Day seminars in July 2015 to help those teachers prepare for the upcoming school year. The school has included Advanced Placement Spanish in 2015-2016. The school has also offered an Honors English 11 course to better prepare students for Advanced Placement English Literature. The current master schedule includes US History, European History, Human Geography, Calculus, English Literature, and Spanish. The classes average 16 students per section. The school anticipates approximately 40 students passing their AP exams with a 3+ better score. Results will become available on July 15, 2016.

Percentage of Students who Passed an AP Exam (3+ better):
2013 English: 14%
2014 English: 55%

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.

2015 English: 49%

12.
Esparto Elementary School: Esparto Elementary School re-designated 37 students as R-FEP after CELDT testing in the Fall of 2015, which represents a 20% rate of re-designation.

Esparto Middle School: Esparto Middle School re-designated 38 students as R-FEP after CELDT testing in the Fall of 2015, which represents a 44% rate of re-designation.

Esparto High School: Esparto High School increased its re-designation rate from 27% (2015) to 42% (2016)

13.
Esparto Elementary School: 28 SSTs have been held for several with serious academic and/or behavior concerns. The principal solicited from each teacher a list of their top three students of concern at the end of the first trimester. These students may be recommended for SST, counseling, tutoring, or other interventions as needed. Teachers have identified Tier I interventions as an area of need in terms of materials and training.

Esparto Middle School: 12 SSTs have been held this year for students with academic and/or behavioral concerns. The SST coordinator works with site staff to maintain a list of potential SSTs throughout the year. These students may be recommended for SST, counseling, tutoring, or other interventions as needed.

Esparto High School: 9 SSTs have been held for EHS students this year. Students receive high quality instruction, aligned to common core state standards, Next Generation Science Standards and CTE standards. Classroom teachers deliver instruction through a variety of modes based in sound education practice. Assessment. Through the use of Interim Assessment Blocks, DBQs, daily formative assessments, end of unit summative assessments, and continual review of grades,

		<p>student progress is carefully monitored. This data is then used when determining which students need closer monitoring or intervention. Throughout this process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Intervention.</p> <p>Parent involvement: EHS maintains Aeries.net and encourages parents to use this resource to monitor student progress. Four times per year, in the middle of official grading periods, students with D or F grades are identified and parents are notified. Student-led conferences, as well as Back to School night and Open House, are implemented to maintain open parent-school communication. All staff maintain web sites that inform parents about specific course objectives and assignments.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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).	Provide Smarter Balanced training for certificated staff and administration. 1000-1999: Certificated Personnel Salaries Base \$29,468	Increased 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).	Provided Smarter Balanced training for certificated staff and administration. 1000-1999: Certificated Personnel Salaries Base \$30,647
	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		Provided instructional aide support for elementary and middle school literacy. Increase direct services for small group reading pull out. The number of instructional aides increased from two to three. The number of hours of reading support increased from ten hours a day to eighteen hours a day. 2000-2999: Classified Personnel Salaries Supplemental \$175,064
	District EL Coordinator position will provide targeted English Learner support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Supplemental \$12,221		District EL Coordinator position provided targeted English Learner support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Supplemental \$12,221
	Provide administrative support for		Provided administrative support for English/Reading through focus block,

	<p>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>staff development, data analysis, and administering SIPPs. The school principal played a key role in managing the implementation of the program. 1000-1999: Certificated Personnel Salaries Base \$25,000</p> <p>Provided 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>Provided program supervision, data collection, data analysis for the SIPPs reading program implemented on campus by instructional aides. The school principal played a key role in managing the implementation of the program. 1000-1999: Certificated Personnel Salaries Concentration \$9,000</p>
<p>Scope of Service EES;EMS; EHS;MHS</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; EHS;MHS</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 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</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</p>	<p>Increased 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,</p>	<p>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</p>

<p>students, and students with special needs).</p>	<p>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>and students with special needs).</p>	<p>conduct teacher collaborative work. 1000-1999: Certificated Personnel Salaries Supplemental \$88,404</p> <p>Provided access to Illuminate web-based program (TIIG Funding). 5000-5999: Services And Other Operating Expenditures Supplemental \$4,000</p> <p>Provided after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$3,401</p> <p>Provided substitute coverage for on-going reading assessments K-3. 1000-1999: Certificated Personnel Salaries Supplemental \$4,500</p> <p>Provided funding for Kindergarten and new student screening during August summer days. 1000-1999: Certificated Personnel Salaries Supplemental \$3,957</p>
<p>Scope of Service EES;EMS; EHS;MHS</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; EHS;MHS</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 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</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>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>Provided after school and Saturday tutoring support for targeted English Learners and socio-economically disadvantaged students. 1000-1999: Certificated Personnel Salaries Concentration \$3,401</p>

<p>needs).</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>Purchased necessary reading or math software for use during extended day programming. 5000-5999: Services And Other Operating Expenditures Concentration \$5,000</p>
<p>Scope of Service EES;EMS; EHS;MHS</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 EES;EMS; EHS;MHS</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 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 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 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>Purchased science laboratory equipment for high school animal anatomy, biology, and chemistry. 4000-4999: Books And Supplies Supplemental \$7,486</p> <p>Purchased science related classroom supplies to support inquiry based learning at the high school. 4000-4999: Books And Supplies Supplemental \$3,287</p> <p>Purchased inquiry-based history supplemental materials for high school history courses. 4000-4999: Books And Supplies Supplemental \$1,759</p>
<p>Scope of Service EHS</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 EHS</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 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 support PE lessons in grades K-5. 4000-4999: Books And Supplies Supplemental \$3,500</p>	<p>Provided 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>Purchased elementary level equipment to support PE lessons in grades K-5. 4000-4999: Books And Supplies Supplemental \$2,171</p>
<p>Scope of Service EES</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 EES</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 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. 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</p>	<p>Provided 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>Funded staffing to support the VITA program. (2000: 2999 through 3000: 3999) 2000-2999: Classified Personnel Salaries Supplemental \$25,779 Fund instruments to support the VITA program. 4000-4999: Books And Supplies Supplemental \$3,593</p>
<p>Scope of Service EES & EMS</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 EES & EMS</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 college visitations and college nights 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. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500</p> <p>Provide transportation and support for college fair events held in the regional area. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p> <p>Provide funding to support Spartan Career Day. 4000-4999: Books And Supplies Supplemental \$3,500</p>	<p>Provided 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).</p>	<p>Funded college day visits for students. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500</p> <p>Provided transportation and support for college fair events held in the regional area. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p> <p>Provided funding to support Spartan Career Day. 4000-4999: Books And Supplies Supplemental \$254</p>
<p>Scope of Service EHS & 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>Scope of Service EHS & 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 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. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p> <p>Support site-based career day events. 1000-1999: Certificated Personnel Salaries Supplemental \$2,276</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>Funded career-field related visits to work sites or technical schools for students. 5000-5999: Services And Other Operating Expenditures Supplemental \$354</p> <p>Supported site-based career day events. 1000-1999: Certificated Personnel Salaries Supplemental \$2,276</p>
<p>Scope of Service EHS & 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</p>		<p>Scope of Service EHS & 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</p>	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><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>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>Purchased equipment, supplies, and materials to facilitate visual and performing arts projects, performances, and lessons. 4000-4999: Books And Supplies Supplemental \$12,872</p>
<p>Scope of Service EHS</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 EHS</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 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>Purchase materials, supplies, and supplemental texts for middle school elective courses. 4000-4999: Books And Supplies Supplemental \$7,500</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 \$12,221</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 Concentration \$1,744</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 Increased 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>Purchased materials, supplies, and supplemental texts for middle school elective courses. 4000-4999: Books And Supplies Supplemental \$3,786</p> <p>EL Coordinator provided professional support via presentations, coaching, modeling, and data analysis to facilitate quality instruction. 1000-1999: Certificated Personnel Salaries Supplemental \$12,221</p> <p>Established 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 Concentration \$1,744</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>2.12 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>Scope of Service EES;EMS; EHS;MHS</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; EHS;MHS</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>(Low Socio-economic & English Learner Subgroup) Preparation for pupil proficiency in English and math on Smarter Balanced Assessments.</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:</p>	<p>(Low Socio-economic & English Learner Subgroup) Prepared for pupil proficiency in English and math on Smarter Balanced Assessments.</p>	<p>District EL Coordinator provided targeted English Learner Support through consultation, modeling, and training. 1000-1999: Certificated Personnel Salaries Concentration \$12,221</p> <p>Provided 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 provided 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</p>

	Certificated Personnel Salaries Supplemental \$17,623		Salaries Supplemental \$18,328
<p>Scope of Service EES;EMS; EHS;MHS</p> <p>----- _ 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>Scope of Service EES;EMS; EHS;MHS</p> <p>----- _ 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>(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>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) Ensured preparation for pupil proficiency in English and math on district-created benchmark exams aligned to Smarter Balanced Assessments</p>	<p>Provided 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>Provided additional reading support during the school day and after school. 1000-1999: Certificated Personnel Salaries Supplemental \$10,951</p>
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<p>(Low Socio-Economic & English Learner subgroups) Monitoring of students' academic achievement and provision of</p>	<p>Data analysis focused on student achievement on a quarterly basis. School administration and support staff will evaluate student</p>	<p>(Low Socio-Economic & English Learner subgroups) Monitored students' academic achievement and provision of</p>	<p>Provided data analysis focused on student achievement on a quarterly basis. School administration and support staff will evaluate student</p>

academic/counseling support	achievement on benchmark exams using Illuminate. 1000-1999: Certificated Personnel Salaries Base \$7,500	academic/counseling support.	achievement on benchmark exams using Illuminate. 1000-1999: Certificated Personnel Salaries Base \$7,500				
<table border="1"> <tr> <td style="width: 100px;">Scope of Service</td> <td>EES;EMS; EHS;MHS</td> </tr> </table>	Scope of Service	EES;EMS; EHS;MHS		<table border="1"> <tr> <td style="width: 100px;">Scope of Service</td> <td>EES;EMS; EHS;MHS</td> </tr> </table>	Scope of Service	EES;EMS; EHS;MHS	
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Scope of Service	EES;EMS; EHS;MHS						
_ 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)		_ 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)					
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>EUSD staff and LCAP Committee members engaged in thorough reviews of the actions and services related to Goal 2. As a result of these reviews, it has been determined that the State Priority area "School Climate" is best addressed in Goal 3 of the EUSD LCAP.</p> <p>The 2016-2019 EUSD LCAP will include:</p> <ul style="list-style-type: none"> (a) improved and increased music education through extra staffing. (b) funding for a Early Literacy Teacher certificated teaching position in grades K-5. (c) funding to support the creation of a Vertical Teaming Plan and associated activities. (d) funding to support the creation of a Career-Technical Education Plan and associated activities, and (e) funding for additional instructional aide staffing in grades K-5. <p>With the planned upgrades to technology infrastructure and hardware, the district will devote professional development time to Google Apps for Education, as a way to communicate with students and families, maintain an online portal, assign and collect homework and share resources. Additionally, the district will devote professional development time to train teaching staff in the use of Chromebooks.</p> <p>The Early Literacy teacher will be a support person for the Early Literacy Program, specifically targeting Kinder-2nd grade students. This person will push in to classrooms to work with small groups of specific children, as well as pulling small groups of students needing intensive intervention. This person will share their expertise in reading through demonstration lessons and professional development. The instructional aide's work hours will be increased in order to support a block of literacy time in each Kindergarten, 1st, and 2nd grade classrooms.</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.

<p>Original GOAL 3 from prior year LCAP:</p>	<p>Actively engage parents and students to promote school attendance, a positive climate, and involvement in the school community.</p>	<p>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</p>
<p>Goal Applies to:</p>	<p>Schools: EES, EMS, EHS, MHS</p> <hr/> <p>Applicable Pupil Subgroups:</p> <ul style="list-style-type: none"> • English Learners • Students with special needs • Economically Disadvantaged students • Hispanic • White • Foster youth 	
<p>Expected Annual Measurable Outcomes:</p>	<p>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.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1. Participation in Student-Led Conferences increased by 8% over the 2014-2015 school year. Student-led conferences were held on minimum days and were scheduled to happen shortly after the end of the first quarter. All materials were ordered in advance to ensure they arrive on time. A teacher info sheet was prepared and distributed informing teachers of what work samples need to be included and what specific tasks need to be completed by students. Students completed a self-assessment on the quality of their work, preparation and participation in each class. Teachers then reviewed these assessments and made comments as necessary or desired. Students wrote a Goal Setting Letter in their English class. This activity was scaffolded for them- they review a "Tip Sheet" on how to be successful and accomplish goals. Students selected several tips and wrote a letter to their family detailing how they would incorporate the tips into their life, focusing on academics. Student were given time in class to assemble and review their portfolio of assignments. They were also required to practice their presentation with another student. In this way, the presentation that the students gave to their parents was meaningful and students were not at a loss for what to say. A master schedule was created with 30 minute appointments for parents and students to come together on campus to review the student portfolios.</p>

2. Continued increase of the number of parents cleared to serve as volunteers.

Esparto Elementary School held parent-teacher conferences and 90% of parents were in attendance.

2.The EUSD provided funding to pay for more than 40 parents to become new volunteers this year. Through a contracted vendor, parent volunteers across the district were fingerprinted free of charge. This has increased the number of parent volunteers district-wide.

EHS maintains Aeries.net and encourages parents to use this resource to monitor student progress. Four times per year, in the middle of official grading periods, students who are earning D or F grades are identified and parents are notified. Student-led conferences, as well as Back to School night and Open House, are implemented to maintain open parent-school communication. All teachers have maintained web sites that inform parents about specific course objectives and assignments. Teachers have district email and phone extensions at which parents can contact them.

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.

3. EHS has attendance policies that support student learning in several ways. The automated phone call system alerts parents to absences and tardies each evening. Student with excessive absences and tardies are assigned after school detention and/or Saturday School. These students are ineligible for a variety of activities at school, including but not limited to; sports, field trips, after school activities, graduation ceremony, and dances. Students with perfect attendance are recognized each semester and receive rewards.

Schoolwide Attendance Rates as of P-2:
Esparto Elementary School: 96.51 (improved over 2014-2015)
Esparto Middle School: 96.65 (improved over 2014-2015)
Madison Continuation High School: 83.1 (decreased)
Esparto High School: 97.02% (improved over 2014-2015)

Schoolwide Chronic Absenteeism Rates as of P-2:
Esparto Elementary School: 2.7%
Esparto Middle School: 5.8%
Madison Continuation High School: 17.8%

4. An increase in student graduation rates and a decrease in drop out rates. School administration and the school counselor 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.

Esparto High School: 6.1%

4. Graduation rates and promotion rates will be available in June. However, student grades at the high school indicate that the high school's graduation rate will increase over 2014-2015. There are currently 100% of seniors on-track to graduate.

Cohort Graduation Rate (According to CDE):

2013: 93%
2014: 95%
2015: 96.7%

Cohort Drop Out Rate (CDE Snapshot for EMS):

2013: 0%
2014: 0%
2015: 2.1%

Cohort Drop Out Rate (CDE Snapshot for EHS):

2013: 5%
2014: 6%
2015: 6%

Cohort Drop Out Rate (According to CDE Snapshot for EUSD):

2013: 11%
2014: 7%
2015: 6%

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.

Percentage of students receiving counseling services district-wide: 8%

School Climate Survey Data:
Madison High School Student Survey Results
0% report being bullied at school
12% report harassment as a problem in school
70% report feeling safe in school
88% report that their teachers give them sufficient encouragement

Esparto Elementary School Student Survey Data:
87% report feeling safe at school
61% report having been called names at school
93% report being treated with respect

Esparto Middle School Student Survey Data:
57% report feeling safe at school
56% report that it is easy for students to be kicked out of class or suspended
60% report that students treat teachers with respect
78% report that teachers treat students with respect

Esparto High School Student Survey Results
84% report that bullying does not happen at school regularly
85% report having an adult they can turn to for mentoring or support
75% report feeling "at home" at Esparto High School
71% report that teachers treat them with respect

Esparto High School Staff Survey Results
72.7% of EHS staff believes that students promote respect and concern for others
81.8% of EHS staff feels that students demonstrate ethical behavior and citizenship
100% of EHS staff feel safe on campus

Esparto Unified School District Expulsion Data in 2015-16:
Esparto Elementary School: 0%
Esparto Middle School: 0%
Esparto High School: 0%
Madison Continuation High School: 9%

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.

Esparto Elementary Suspension Data:

Esparto Elementary 2013: 4.8%

Esparto Elementary 2014: 7.6%

Esparto Elementary 2015: 6.3%

Esparto Middle Suspension Data:

Esparto Middle 2013: 5.6%

Esparto Middle 2014: 8.4%

Esparto Middle 2015: 6.9%

Esparto High Suspension Data:

Esparto High 2013: 6.9%

Esparto High 2014: 8.4%

Esparto High 2015: 10.9%

Esparto Unified Suspension Data:

Esparto Unified School District 2013: 5.6%

Esparto Unified School District 2014: 8.0%

Esparto Unified School District 2015: 8.3%

Percentage of students Suspended by School Site:

Esparto Elementary School: 2.7% (12 students)

Esparto Middle School: 8.3% (24 students)

Esparto High School: 6.1% (18 students)

Madison Continuation High School: 28% (6 students)

6.

At EES, each grade level has scheduled at least one educational field trip for the 2015-2016 school year. The total budget for EES is \$6400 and is divided between 18 classrooms. Trips taken this year so far: Sacramento Zoo, Cache Creek Conservancy, Yolo Causeway, and Vacaville Theater Group, Sutter's Fort, and the Exploratorium.

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.

7. Esparto High School and Esparto Middle School have offered athletics transportation for nearly all away league contests and some non-league contests. The transportation has been provided for all sports, to all but one league contest per season. The school has experienced continued strong numbers of students participating in sports, due in part to the removal of the financial obstacle associated with parent-provided transportation. Teams have been fielded in all sports at Esparto Middle School and the high school has fielded teams at the JV and Varsity level in all eligible sports for boys and girls teams. There has been increased and improved student participation and engagement in athletics.

8. The Esparto Unified School District has utilized numerous avenues to support parent involvement at all sites. Parent meetings are scheduled at times that are more convenient for parents to attend. A Title I/Supplemental Ed. Services meetings was held this year in November. Translation services are provided at all parent meetings. EES makes a special point to do outreach to SED and EL parents to create inclusive input on important school issues. ELAC meetings pertain to issues such as: common core standards, explanations of programs, LCAP, and how to support students at home.

All district sites held School Site Council meetings (8 in 2015-2016) and parents were in attendance for these meetings. Parent participation in Teacher-Parent conferences at Esparto Elementary was 91% in the 2015-2016 school year.

9. Sites have developed and implemented multiple surveys to facilitate parent training, student programs, and teacher training.

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.

Survey responses are included in this report.

Esparto Elementary School Student Survey results 2016: 98% report feeling close to someone at school; 98% report feeling happy at school; 100% report finishing assignments regularly and on-time; 95% report being proud to belong to the school; 98% report doing interesting things in school; 100% report feeling motivated in school.

Esparto Middle School Student Survey results 2016: 75% report that students turn in their homework on time; 43% report that students do not regularly follow school rules; 59% report that students pay attention in class; 82% report that teachers help them catch up on missing work when they are absent; 93% report that teachers allow them to participate in class discussions; 87% report that teachers make classroom lessons relevant; 60% report eating breakfast on a daily basis.

Esparto High School Student Survey results 2016: 78% feel that they are academically challenged in school; 75% feel that their homework is purposeful.; 82% feel that EHS offers electives that interest them.; 94% feel the school counselor addresses their concerns.; 16% feel that bullying is an issue at Esparto High School
90% feel that they sufficient access to library facilities.; 81% feel that school administrators treat students fairly.; 86% report being involved in school activities.

10. School to parent communication continues to be a critical goal for the district. EUSD has continued to use communication strategies such as newsletters, webpage, and robo-caller announcements to inform parents of advisory group meetings.

		<p>Mandated meetings such as the Title I informational meeting and SES provider informational meeting have been held.</p> <p>School sites have also implemented numerous activities to increase the school-home-community relationship. The Fall Festival, held at Esparto Elementary School, included approximately 100 parents, fifty district staff, 200 students, and numerous community groups. The Explorit Family Science Night hosted 50 participants including parents and students. The district also worked to re-institute a Parent-Teacher Organization (PTO) which met monthly and averaged ten parents in attendance. The Open House and Back to School Night events held in 2015-2016 had a 10% increase in attendance/</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual 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).	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 \$2,250 Purchase refreshments and food for 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 parent participation in Student-Led Conferences to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	Provided funding for mailer and posters to facilitate parent communication. 4000-4999: Books And Supplies Supplemental \$0 Purchased organizational materials and supplies to facilitate Student-Led Conferences. 4000-4999: Books And Supplies Supplemental \$720 Purchased refreshments and food for Student-Led Conferences. 4000-4999: Books And Supplies Supplemental \$100 Provided funding to support implementation of School Loop software. 5000-5999: Services And Other Operating Expenditures Supplemental \$4,000
Scope of Service	EES;EMS; EHS;MHS	Scope of Service	EES;EMS; EHS;MHS
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

<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>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. 5000-5999: Services And Other Operating Expenditures 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. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,484</p>
<p>Scope of Service EES;EMS; EHS;MHS</p> <hr/> <p><input checked="" type="checkbox"/> All</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>Scope of Service EES;EMS; EHS;MHS</p> <hr/> <p><input checked="" type="checkbox"/> All</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>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 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</p>	<p>Increased student attendance rates to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>Provided funding for rewarding student attendance. 4000-4999: Books And Supplies Supplemental \$1,204</p> <p>Purchased certificates for perfect attendance. 4000-4999: Books And Supplies Supplemental \$300</p> <p>Facilitated SARB process for excessive absenteeism. 2000-2999: Classified Personnel Salaries Base \$29,506</p> <p>Provided funding to support DARE education programming at the K-8 levels. 4000-4999: Books And Supplies Supplemental \$814</p> <p>Provided home to school</p>

	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		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				
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Scope of Service	EES;EMS; EHS;MHS						
<p><input checked="" type="checkbox"/> All</p> <p>-----</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><input checked="" type="checkbox"/> All</p> <p>-----</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>					
An increase in student graduation rates to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	<p>Provide funding for after-school and Saturday tutoring. 1000-1999: Certificated Personnel Salaries Concentration \$3,487</p> <p>Provide monitoring for students failling behind in credits in 9th and 10th grade. 1000-1999: Certificated Personnel Salaries Base \$5,843</p>	Increased student graduation rates to support all students (including English Learners, low socio-economically disadvantaged students, and students with special needs).	<p>Provided funding for after-school and Saturday tutoring. 1000-1999: Certificated Personnel Salaries Concentration \$3,401</p> <p>Provided monitoring for students failling behind in credits in 9th and 10th grade. 1000-1999: Certificated Personnel Salaries Base \$5,843</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>EES;EMS; EHS;MHS</td> </tr> </table>	Scope of Service	EES;EMS; EHS;MHS		<table border="1"> <tr> <td>Scope of Service</td> <td>EES;EMS; EHS;MHS</td> </tr> </table>	Scope of Service	EES;EMS; EHS;MHS	
Scope of Service	EES;EMS; EHS;MHS						
Scope of Service	EES;EMS; EHS;MHS						
<p><input checked="" type="checkbox"/> All</p> <p>-----</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><input checked="" type="checkbox"/> All</p> <p>-----</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>					
Increased counseling services for students K-8 to support all students	Provide counseling services one day per week at the elementary campus	Increased counseling services for students K-8 to support all students	Provided counseling services one day per week at the elementary campus				

<p>(including English Learners, low socio-economically disadvantaged students, and students with special needs).</p>	<p>(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>(including English Learners, low socio-economically disadvantaged students, and students with special needs)</p>	<p>(ERMHS Funding). 1000-1999: Certificated Personnel Salaries Supplemental \$23,920</p> <p>Provided counseling services one day per week at the middle school campus (ERMHS Funding). 1000-1999: Certificated Personnel Salaries Supplemental \$23,920</p>
<p>Scope of Service: EES;EMS; EHS;MHS</p> <hr/> <p><input checked="" 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: EES;EMS; EHS;MHS</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>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>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 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>Provided funding for transportation and facility fees associated with academic field trips at the K-8 level. 5000-5999: Services And Other Operating Expenditures Supplemental \$6,858</p>
<p>Scope of Service: EES & EMS</p> <hr/> <p><input checked="" 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: EES & EMS</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>Increased support for athletics and athletics transportation at the middle and high school level to support all</p>	<p>Provide funding for athletics and athletic transportation for teams to travel to away games in all sports at</p>	<p>Increased support for athletics and athletics transportation at the middle and high school level to support all</p>	<p>Provided funding for athletics and athletic transportation for teams to travel to away games in all sports at</p>

<p>students (including English Learners, low socio-economically disadvantaged students, and students with special needs)</p>	<p>the high school level. 5000-5999: Services And Other Operating Expenditures Supplemental \$26,500</p> <p>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>students (including English Learners, low socio-economically disadvantaged students, and students with special needs)</p>	<p>the high school level. 5000-5999: Services And Other Operating Expenditures Supplemental \$26,318</p> <p>Provided 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 \$6,717</p>
<p>Scope of Service EHS, EES & EMS</p> <hr/> <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>Scope of Service EHS, EES & EMS</p> <hr/> <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>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>Provide anti-bullying training for all staff K-12. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500</p> <p>Provide anti-bullying public speaker presentation for students K-12. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500</p> <p>Purchase associated materials and visuals to support district-wide anti-bullying program. 5000-5999: Services And Other Operating Expenditures Supplemental \$4,500</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>Provided anti-bullying training for all staff K-12. 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p> <p>Provided anti-bullying public speaker presentation for students K-12. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,050</p> <p>Purchased associated materials and visuals to support district-wide anti-bullying program. 5000-5999: Services And Other Operating Expenditures Supplemental \$4,500</p>
<p>Scope of Service EES;EMS; EHS;MHS</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR:</p>		<p>Scope of Service EES;EMS; EHS;MHS</p> <hr/> <p><input type="checkbox"/> All ----- OR:</p>	

<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)		<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)	
(Low-Socio-Economic Subgroup) Defray cost of fees associated to serve as a parent volunteer.	Establish funds to defray costs of tuberculosis exams, fingerprinting, and first-aid. 5000-5999: Services And Other Operating Expenditures Base \$2,500	(Low-Socio-Economic Subgroup) Defrayed cost of fees associated to serve as a parent volunteer.	Established funds to defray costs of tuberculosis exams, fingerprinting, and first-aid. 5000-5999: Services And Other Operating Expenditures Base \$2,484
Scope of Service EES;EMS; EHS;MHS		Scope of Service 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)		<input type="checkbox"/> All ----- OR: <input checked="" 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)	
(English Learner Subgroup) Support for school-home communication.	Ensure translation services for announcements, letters, and phone calls eliciting parental involvement at each campus. 2000-2999: Classified Personnel Salaries Base \$24,105 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	(English Learner Subgroup) Supported for school-home communication.	Ensured translation services for announcements, letters, and phone calls eliciting parental involvement at each campus. 2000-2999: Classified Personnel Salaries Base \$24,105 Increased 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
Scope of Service EES;EMS; EHS;MHS		Scope of Service 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)		<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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	EUSD staff and LCAP Committee members engaged in thorough reviews of the actions and services related to Goal 3. As a result of these reviews, the EUSD LCAP will include increased student counseling, increased support for student attendance, increased support for athletics, and safe school education programs. Additional actions and services include: (a) full-time staff member focusing on student counseling (b) increased funding to support attendance and academic recognition (c) increased funding to support athletics, athletics safety, and athletics transportation to all league games and pre-season games (d) increased funding to support physical education instruction and participation (e) funding to support quarterly SARB meetings held district-wide (f) increased student access to academic field trips at all sites, and (g) funding to implement a safe-schools program districtwide.		

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>\$1,526,584</u>
<p>The Esparto Unified School District estimates that Supplemental/Concentration funding for 2016-17 will be \$1,526,584 which represents an increase of approximately \$281,173 over the prior year funding for students generating these dollars. The district has developed numerous goals and strategies to utilize these increased dollars.</p> <p>Supplemental and Concentration 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, Early Literacy intervention, implementation of Common Core lessons across the curriculum, and increased inquiry-based learning experiences. These funds are principally directed towards English Learners and low-income students to close the achievement gap and raise student achievement for all students.</p> <p>The Esparto Unified School District serves a high percentage of unduplicated pupils, approximately 73.68%. Therefore, the activities, services, and expenditures included in this LCAP support school-wide implementation of funding.</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.

22.1 0	%
<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 22.10%. The Esparto Unified School District meets this percentage by qualitative improvements to the instructional delivery and programs at all school sites. The district is investing in English Language Development as a qualitative push at all site levels, teachers are spending a portion of their preparation time writing lesson plans and developing visual classroom</p>	

aids with increased awareness of English Language Development. Targeted reading intervention, extended-day tutoring, professional development for ELD, instructional materials services, financial support for parent involvement, and translation services are all examples of qualitative improvements to increase student achievement for the high need students. Funding will also ensure that student achievement of unduplicated pupils is closely monitored and results in timely supports being provided in an individualized manner.

The following actions and services represent the qualitatively increased and improved programs: Elective course funding at Esparto Middle School, Career-Technical Education courses at Esparto High School, professional development offered to Esparto Elementary School faculty, Early Literacy interventions, and ELD focused instruction at Esparto Elementary. This represents 3.5% 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 district-wide, home to school transportation, and the EL coordinator position. This represents 18.60% of our proportionality of services to our unduplicated pupils.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	1,842,900.00	1,794,323.00	2,753,321.00	2,586,568.00	2,704,462.00	8,044,351.00
Base	637,353.00	588,173.00	862,862.00	1,154,943.00	1,316,606.00	3,334,411.00
California Career Pathways Trust	0.00	0.00	5,000.00	0.00	0.00	5,000.00
Concentration	176,929.00	173,360.00	443,093.00	325,968.00	300,064.00	1,069,125.00
Other	0.00	0.00	328,730.00	215,100.00	268,902.00	812,732.00
Supplemental	1,028,618.00	1,032,790.00	1,113,636.00	890,557.00	818,890.00	2,823,083.00
						2,857,241.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	1,842,900.00	1,794,323.00	2,753,321.00	2,586,568.00	2,704,462.00	8,044,351.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	976,949.00	916,243.00	1,536,719.00	1,342,957.00	1,373,572.00	4,253,248.00
2000-2999: Classified Personnel Salaries	305,030.00	366,277.00	320,172.00	303,911.00	313,190.00	937,273.00
3000-3999: Employee Benefits	0.00	0.00	250,000.00	411,000.00	541,000.00	1,202,000.00
4000-4999: Books And Supplies	257,830.00	219,350.00	341,830.00	244,600.00	203,600.00	790,030.00
5000-5999: Services And Other Operating Expenditures	228,091.00	185,384.00	254,600.00	234,100.00	223,100.00	711,800.00
6000-6999: Capital Outlay	75,000.00	107,069.00	50,000.00	50,000.00	50,000.00	150,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	1,842,900.00	1,794,323.00	2,753,321.00	2,586,568.00	2,704,462.00	8,044,351.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	458,484.00	414,647.00	500,811.00	625,071.00	652,406.00	1,778,288.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
1000-1999: Certificated Personnel Salaries	California Career Pathways Trust	0.00	0.00	5,000.00	0.00	0.00	5,000.00
1000-1999: Certificated Personnel Salaries	Concentration	90,391.00	91,348.00	356,322.00	257,668.00	230,288.00	844,278.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	230,000.00	160,000.00	233,700.00	623,700.00
1000-1999: Certificated Personnel Salaries	Supplemental	428,074.00	410,248.00	444,586.00	300,218.00	257,178.00	1,001,982.00
2000-2999: Classified Personnel Salaries	Base	141,369.00	141,683.00	96,051.00	106,372.00	111,700.00	314,123.00
2000-2999: Classified Personnel Salaries	Concentration	22,838.00	23,751.00	53,771.00	23,800.00	24,276.00	101,847.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	5,000.00	5,100.00	5,202.00	15,302.00
2000-2999: Classified Personnel Salaries	Supplemental	140,823.00	200,843.00	165,350.00	168,639.00	172,012.00	506,001.00
3000-3999: Employee Benefits	Base	0.00	0.00	236,000.00	396,000.00	525,000.00	1,157,000.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	14,000.00	15,000.00	16,000.00	45,000.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Concentration	58,700.00	53,261.00	30,000.00	41,500.00	42,500.00	114,000.00
4000-4999: Books And Supplies	Other	0.00	0.00	93,730.00	50,000.00	30,000.00	173,730.00
4000-4999: Books And Supplies	Supplemental	199,130.00	166,089.00	218,100.00	153,100.00	131,100.00	502,300.00
5000-5999: Services And Other Operating Expenditures	Base	2,500.00	2,484.00	5,000.00	2,500.00	2,500.00	10,000.00
5000-5999: Services And Other Operating Expenditures	Concentration	5,000.00	5,000.00	3,000.00	3,000.00	3,000.00	9,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	220,591.00	177,900.00	246,600.00	228,600.00	217,600.00	692,800.00
6000-6999: Capital Outlay	Base	35,000.00	29,359.00	25,000.00	25,000.00	25,000.00	75,000.00
6000-6999: Capital Outlay	Supplemental	40,000.00	77,710.00	25,000.00	25,000.00	25,000.00	75,000.00

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).