Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary
The Story

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

For over 120 years, Escondido Union High School District (EUHSD) has inspired, guided and supported students as they establish and reach their personal goals. Whether in the classroom, library, Learning Center, or on the field each student deserves the chance to develop knowledge and skills to prepare for a successful future. On every campus, including Escondido, Orange Glen, San Pasqual, Valley or Del Lago Academy, you will find unique learning environments in which students can truly thrive. With nationally recognized Advanced Placement courses, College & Career Technical Education, Independent Study, after school enrichment, career exploration, Science, Technology, Engineering and Math (STEM) and more, opportunities are abundant.

Proudly embracing the responsibility of public education for every child, EUHSD's current enrollment exceeds 7500 students. The unduplicated student population is 70.6% of the district's enrollment. 68.8% of students are eligible for the Free and Reduced Lunch Program, 15.9% are English Language Learners and 0.3% are Foster Youth. Additionally, student demographic data shows our student population is 73.4% Hispanic, 17.8% White, 3.1%, Asian, 2.2% Black, and 2.3% Filipino. Our Special Education students represent 12.7% of our total student population. All EUHSD campuses are committed to supporting students as they build necessary critical thinking and problem solving skills. We are dedicated to ensuring upon graduation, EUHSD students are ready for college, ready for work – ready for life.

An integral part of the District, Escondido Adult School has served the community for more than 40 years. Here, students may complete a high school diploma, learn a new skill or trade, as well as develop hidden talents and passions. Each year, over 5000 students participate in a wide array of academic, vocational and enrichment opportunities to strengthen their role as members of the local and global community.

Located approximately 30 miles northeast of San Diego and 18 miles inland, Escondido is home to over 148,000 residents. With strong agricultural roots, this vibrant and diverse community's economic base is made up of largely successful small businesses, many of which are family–owned. Escondido offers the blend of a thriving urban environment coupled with gentle rolling hills and an abundance of avocado and citrus groves.

In partnership with parents, community members and businesses, the Escondido Union High School District looks forward to preparing future generations for academic, personal and social success.

LCAP Highlights

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

The District continues to address quality student learning outcomes for all students. Through a series of stakeholder meetings, the District's LCAP continues to focus actions and services on the following five goals, over the next three years. The following are specifically addressed in the 2018-19 LCAP:

- **Goal 1- Academic Achievement:** Escondido Union High School District will ensure equitable practices for all students in order to improve academic achievement by holding high expectations and so that every student graduates from our district college and career ready. Three Actions/Services (pp. 80-95)
- **Goal 2- Effective Instruction and Leadership:** EUHSD will provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Additionally, we will develop the leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives. Three Actions/Services (pp. 96-106)
- **Goal 3- Support to Students:** EUHSD will be responsible for systemic, equitable and accessible support services focused on academic, career and personal development so that all students graduate college and career ready. Three Actions/Services (pp. 107-120)
- **Goal 4- Engaged Parents:** EUHSD will continue to promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input. Three Actions/Services (pp. 121-127)
- **Goal 5- Safe and Respectful Environments:** EUHSD will cultivate respectful, collaborative, safe and secure environments that support teaching and learning. Two Actions/Services (pp. 128-136)

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The California School Dashboard provides districts with a new accountability model that highlights areas to celebrate and improve. The implementation of our initiatives focused on College and Career Readiness over the past few years are showing positive results as demonstrated by the following indicators:

Graduation Rate- GREEN

The increase in the EUHSD graduation rate is strongly related to several District initiatives that show a decrease in dropout rate as well.   The California School Dashboard reported our District as Green, reflected by Status and Change Data from the Fall 2017 Dashboard as 92.8 % and 2.1% respectively. The English Learner graduation rate is particularly noteworthy reflected by Status and Change data as 88% and 6.6% respectively. The rate "increased significantly" from the previous year's reporting and maintained a "Green" rating. In fact, all student groups reported on the CA Dashboard fall in the "Green" rating except Students With Disabilities that earned a "Yellow" rating. For the Special Education student population, the status remains "low", however there was a 3.6% increase in the graduation rate. These increases can be attributed to a wide range of support services and staff who work closely with students and their families to ensure academic success: attendance Teachers on Special Assignment (TOSAs) to monitor student attendance; School social workers to provide in-house services/supports as well as community referrals; option of a 5th year program at the schools (17-18 Goal 3 Update p.33); creation of specialized classes targeted for Students with Interrupted Formal Educations(SIFE) (Goal 1 Update p.23); English Learners (EL) changes in district policies related to being dropped from classes; credit recovery options in the Learning Centers; and increased transition and supports for transitioning to Valley High School (VHS) for the HiSET program or to Adult Education programs (17-18 Goal 3 Update p.32).

UC/CSU "a – g" rate
EUHSD continues to increase the percentage of all students meeting "a – g" course completion. The UC/CSU "a-g" rate rose from 39.3% in 2015-16 to 44.6% in 2016-17. Of special note is the growth made by several student groups. The following percentages show progress from 2015-16 to 2016-17: Hispanic from 28.5% to 32.5% to 39.9%; Redesignated Fluent English Proficient (RFEP) from 33.3% to 37.0% to 45.0%; Socio-Economically Disadvantaged (SED) from 29.8% to 32.6% to 39.9% and Black from 33.3% to 46.2% to xx%. Credit for this improvement can be attributed to the following: 1) improved guidance for students; 2) increased number of courses approved as "a-g"; 3) robust Advancement Via Individual Determination (AVID) programs; 4) extensive After School Safety and Enrichment for Teens (ASSET) tutoring programs; 5) extensive levels of services from staff from community partnerships such as Palomar GEAR UP and TRIO, Wahupa Educational Talent Search (ETS), and CSUSM ETS; and 6) 0 – 7th period independent student and credit recovery/acceleration options available in Learning Centers (Goal 3 Update p.47).

Under this district target of increasing the 'a-g' rate, a particular focus area for 16-17 and 17-18 has been 9th graders passing Math and ELA College/Career Ready Courses. For the 16-17 school year, the district met the target of increasing the percentage of students passing with a C or better with a 2.1% increase (71.9% to 74%) in ELA and 4.6% increase (61.3% to 65.9%) in Math. Credit for these increases can be directly attributed to district-wide initiatives such as Academic Deans, 9th Grade Academies, Literacy support courses and alternative opportunities for students to make up work.

State Seal of Biliteracy (SSB)
EUHSD continues to grow in the number of students earning the state seal of Biliteracy upon graduation since the Board adopted the California Department of Education (CDE) criteria for the award five years ago. The Class of 2017 had 20.1% of its graduates earn the SSB- a large increase over the 15.7% who earned the seal in the Class of 2016. 183 of the total graduates (12.4%) earned the SSB in the Class of 2015. The pattern over the past three years show growth over time that can be attributed to the efforts of various programs and staff who work collaboratively to see students achieve. The District supports a Spanish for Spanish Speakers program which allows many heritage Spanish speaking students to accelerate to Advanced Placement (AP) level classes. Students have historically had high pass rates on AP Spanish Lit and AP Spanish Language Classes. Since SSB

students have been recognized at senior awards ceremonies and CSUSM accepts the SSB for meeting their Language Other Than English Requirement (LOTR) graduation requirement, an increasing number of students have been actively pursuing earning this distinction on their diploma.

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

Greatest Needs

The California School Dashboard provides districts with a new accountability model that highlights areas to celebrate and grow. **All of EUHSD's Dashboard indicators from Fall 2017 are GREEN**. There are no areas that are yellow/orange/red.

The following areas remain target areas from the previous year despite notable growth. The district remains committed to staying the course to ensure long-term growth with systematic supports are implemented.

Suspension Rate
EUHSD Suspension Rate data for all students decreased at a level of 1.8% for the 2016-17 school year as reported on the CA School Dashboard. The District's overall data changed from Orange/Red to Green in the Fall 2017 Dashboard. The suspension rate for English Learners is 9.2%, a change of 2.3% from the previous reporting. The suspension rate for African Americans is 11.6%, an increase of 3.5%. The District recognizes the need to address the suspension rate and has taken the following steps: 1) a district-wide focus on Positive Behavior Intervention and Support (PBIS) and Restorative Practices including student incentives at all sites with all stakeholders (Goal 5 p.129); 2) additional positions for a bilingual psychologist to address social/emotional and behavioral needs of Special Education students (Goal 3 p.108); 3) in 2016-17, an additional social worker (Goal 3 p.108) and parent liaisons (Goal 4 p.119) were hired at all school sites; 4) attendance at Equity Institutes by several EUHSD administrators and teachers in both 2015-16 and 2016-17; 5) creation of PASS program for Special Education students to address positive behaviors in lieu of suspension (Goal 2 p.95); 6) parent workshops on student behaviors and academic supports conducted by EUHSD Parent Liaisons (Goal 4 p.119); 7) participation in the Escondido Diversion Program, a coordinated community partnership to support students and their families in addressing at risk behaviors that could lead to suspension (Goal 5 p.128); 8) district wide training on Trauma Informed Care strategies (Goal 2 p.97).

English Learner Academic Success
English Learner Local Performance Indicators: As indicated in the Greatest Progress section of this document, our English Learners are beginning to show growth in English proficiency and graduation rates. The percent of English Learners that made progress in English proficiency grew from 71.2% in 2015 to 73.5% in 2016. This is notable in light of the fact that ELs have historically struggled to meet amao targets. Despite recent achievements, ELs remain a student group that the district is committed to seeing achieve and support services to EL students and families remain a priority. In 2014-15 the percentage of English Learners meeting Annual Measurable Achievement Objective (AMAO) 1 was 60%. This was .5% below the target of 60.5%. In 2015-16, the English Learner progress data for AMAO 1 was 49.2. This was 12.8% below the target of 62.0. In 2014-15 the

percentage of English Learners 5 years or less (attaining English proficiency) was 19.8%. This was 4.4% below the target of 24.2%. In 2014-15 the percentage of English Learners 5 years or more (attaining English proficiency) was 49.6%. This was 1.3% below the target of 50.9%. In 2015-16 the percentage of English Learners 5 years or less (attaining English proficiency) was 11.2%. This was 14.4% below the target of 25.4%. In 2015-16 the percentage of English Learners 5 years or more (attaining English proficiency) was 42.5%. This was 10.3% below the target of 52.8%. An additional Local Performance Indicator includes examining student academic progress in meeting college and career readiness for both English 9 and Math 1. 2014-15 and 2015-16 English Learners attaining a letter grade of C or higher in English 9 indicates the following: 57.5% of ELs in 2014-15 and 46.6% of ELs in 2015-16. English Learners attaining a letter grade of C or higher in Math 1 indicates the following: 40.2% of ELs in 2014-15 and 30.6% of ELs in 2015-16. The EUHSD is aware of this concern and continues to make the academic needs of English Learners a key area of focus. Improvement steps for meeting the needs of English Learners include the following: 1) creating two new classes, a mathematics elective and a transition to US school elective, for Students with Interrupted Formal Education (SIFE) in the 2016-17 school year (Goal 1 p. 87); 2) reducing class sizes in English Language Development classes (Goal 1 p.90); 3) creation of a collaborative teaching model in Math 1 classes which includes both a mathematics and a language support teacher (Goal 1 p.87); 4) supporting teachers with professional learning on meeting the needs of English Learners, specifically focusing on instruction in Sheltered classes Goal 2 p. 87); 5) training for teaching on the new English Learner state assessment (Goal 2 p.97) ; 6) development of a research based Literacy intervention course for the 2017-18 school year (Goal 1 p.90) ; 7) data reflection sessions for English Language Arts (ELA)/English Language Development (ELD) teachers specifically focusing on student mastery of key academic learning targets within instructional units (Goal 1 p.87); and 8) implementation of a district wide system for monitoring and intervention (Ellevation) was piloted in 16/17 and will be used district wide in 17/18 and beyond (Goal 3 p.109).

College and Career Readiness ELA 9 & Math 1
As indicated in the Greatest Progress section of this document, 9th grade students demonstrated notable growth in achieving College and Career Readiness in ELA 9 and Math 1. In previous years, grade 9 Language Arts data showed a decline in the percentage of students earning a letter grade of C or better from 74.5% in 2014-15 to 71.9% in 2015-16. EUHSD Math 1 data showed a decline in the percentage of students earning a letter grade of C or better from 65.9% in 2014-15 to 61.3% in 2015-16. Several steps have been taken to address this which include the following: 1) lesson studies on best practices in Math 1 (Goal 2 p. 97); 2) implementation of Math 180 classes for at risk incoming grade 9 students (Goal 1 p. 90) ; 3) collaboration classes with a language support teacher and a Math 1 teacher to meet the needs of English Learner students (Goal 1 p.87); 4) data reflection sessions and writing calibration workshops for all English teachers in grade 9 (Goal 1 p. 87) ; 5) learning walks with site administrators overseeing English and Math (Goal 2 p. 97) ; 6) a pilot ELA Literacy Intervention (Goal 1 p. 90) ; 7) summer institutes for teachers on best practices in Math 1 and English Language Arts (Goal 2 p. 97); 9) a district committee addressing equitable grading practices (Goal 1 p. 85). Due to the fact that 9th grade achievement is critical to setting the stage for a successful high school trajectory, College and Career Readiness in ELA 9 and Math 1 remain a priority area.

College and Career Counseling Services
Through our stakeholder engagement process for not only 2018-19, but years prior as well, students and parents have communicated that there needs to be on-going work in providing students with both academic guidance and social emotional supports. Student board members facilitated Student Forums at each site and a common thread from those sessions was the desire for technical supports for college and career readiness and social-emotional stresses. Additionally, parents have indicated that college and career readiness is a top priority through our LCAP Survey. EUHSD LCAP has

allowed for additional counselors, social workers, additional time/resources and professional development. Evidence suggests that these initiatives need coordination and refinement so our student and parents experience meaningful and transformative supports to meet their post-secondary and social-emotional needs.

CAASPP Achievement
California's new accountability model underscores the need for improved CAASPP achievement results. In 2016-17, the 11th grade CAASPP ELA and Math percent of meeting or exceeding standards declined by 2.9% (59.9% to 57.0%) and 0.3% (26.0% to 25.7%) respectively. Of particular importance is closing the achievement gap for our student groups. Special Education students and English Learners are dramatically under-performing in both the district rate and other student groups. Only 12.1% of Special Education 11th graders and 3.9% of English Learner 11th graders are meeting or exceeding standards as measured on the CAASPP in ELA. Only 3.1% of Special Education 11th graders and 1.0% of English Learner 11th graders are meeting or exceeding standards as measured on the CAASPP in Math. Standards based curriculum and instruction, along with PLC training on data-informed protocols are in place. Common formative assessments are being written and refined with a literacy emphasis across the core content areas. Administrators and teacher leaders are being equipped with common strategies in order to identify best practices that are just-in-time supports to help our most struggling student population.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Student groups that are two or more performance levels below the "all student" performance on the California School Dashboard are the following:

Suspension Rate:
- All- GREEN
- English Learners- Orange
- Homeless- Red
- Students with Disabilities- Orange
- African/American- Red

EUHSD has implemented the Positive Behavioral Interventions and Supports (PBIS) program to provide for schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups (Goal 5 p.129). Additionally, every site has hired a school social worker and there is a district-based social worker focusing on Foster Youth to provide students with the social-emotional supports and resources needed. Plans are underway to bring on Social Worker Interns and partnerships with university programs are being solidified (Goal 3 p.108). We will have a full team of Academic Deans in 2018-19 that will support Multi-Tiered Systems of Support (MTSS) so district resources are strategically employed (Goal 3 p.109). As indicated above in the Area of Greatest Need, the District has identified Suspension Rate as a focus and is committed to providing for a positive, nurturing and academic climate for all our students.

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

Increased or Improved services

The 2018-19 LCAP addresses services to low-income students, English Learners, and Foster Youth through a commitment of additional Content Area Specialists in support of student academic achievement and professional learning needs. Content Area Specialists in literacy and science will work with Educational Services and site staff in order to provide targeted and improved supports and resources to students and teachers. Actions and Services designed to support sites with essential curricular and instructional information about state Literacy and NGSS guidelines will continue to be addressed in the 18-19 LCAP.

Additionally, college and career readiness resources such as CTE pathways and curriculum alignment, Naviance, AP exam fees and Multi-Tiered Systems of Support, including Social Worker Interns, will provide increased or improved services for targeted student populations.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$99,499,926
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$90,849,071

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Not included are the District's OPEB contribution and Special Education costs, which totals approximately $8,650,855.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$79,364,290

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Academic Achievement
Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase the English Learner Progress Indicator graduation rate by 3% as reported on the California School Dashboard **17-18** Increase from baseline by 3 % **Baseline** Status and Change data from 2014-15 71.2%; 2.5% GREEN	Some of the Annual Measurable Outcomes are reflected by interim data that was available during stakeholder engagement and development of the 18-19 LCAP. Though they are not an exact match, they are associated with the final outcome data. Please note, when reported, Foster Youth number is 15 or more students, other student groups are 30 or more students. English Learner Graduation Rate- 88% which is a 6.6% increase as reported on the California School Dashboard This metric has been edited to be the "English Learner Graduation Rate" as the 16-17 naming was a typo.

Expected	Actual
Metric/Indicator Meet established AMAO targets • AMAO I-Percent of ELs making annual progress learning English • AMAO 2-percent of ELs attaining English language proficiency **17-18** Increase from baseline by 3% **Baseline** AMAO1-49.2% AMAO2a-11.2% AMAO2b-42.5%	In this transition year between CELDT and ELPAC, California schools do not have a way to measure English Learner Progress on a comparable state English language proficiency assessment. EUHSD implemented the state approved "CELDT Re-Test" on a select group of English Learners to measure progress as well as to use as Reclassification criteria. 52.8% of ELs who took the CELDT Re-test scored Advanced or Early Advanced. With California's new accountability system, AMAOs are no longer relevant and CA schools will not be required to report out this data as previously required.
Metric/Indicator Increase the EL re-designation rate by 2% **17-18** Increase from baseline by 2% **Baseline** 16.4%	In this transition year between CELDT and ELPAC, California schools do not have a way to measure English Learner Progress on a comparable state English language proficiency assessment. EUHSD implemented the state approved "CELDT Re-Test" on a select group of English Learners to measure progress as well as to use as Reclassification criteria for students who were close to re-designation. Only those ELs who met RFEP criteria except a measure of English Language Proficiency were administered the CELDT Re-Test. Re-designation rate using CELDT Re-Test out of 450 test takers: 13.4%
Metric/Indicator Increase by 2% the percent of 9th grade students earning a "C" or better in College/Career Ready ELA and Math classes **17-18** Increase from the baseline by 2%	Interim data represents 2017-18 9th graders' first semester grades (A-C) in ELA and math courses: ELA All-72.6% Asian-86.8% Black-72.5% Filipino-91.3% Hispanic-68.4% White-84.0%

Expected	Actual
Baseline ELA All-71.9% Asian-88.6% Black-74.8% Filipino-87.5% Hispanic-67.2% White-85.6% ELL-46.6% RFEP-73.3% Spec Ed-72.2% SED-66.5% Foster Youth-90.0% Homeless-40.4% MATH All-61.3% Asian-93.2% Black-45.8% Filipino-80.8% Hispanic-54.0% White-83.8% ELL-30.6% RFEP-60.8% Spec Ed-60.7% SED-53.4% Foster Youth-80.0% Homeless-32.0%	ELL-50.0% RFEP-74.5% Spec Ed-64.7% SED-68.4% Foster Youth-0% Homeless-52.9% MATH All-64.0% Asian-88.7% Black-67.5% Filipino-95.6% Hispanic-57.0% White-82.7% ELL-39.6% RFEP-63.3% Spec Ed-62.2% SED-56.7% Foster Youth-0% Homeless-41.2%
Metric/Indicator Increase the percent of 11th grade students that meet or exceed standards as established for CAASPP by 2% **17-18** Increase from the baseline by 2%	Percent of 11th grade students that meet or exceed standards on the 16-17 CAASPP: 16-17 ELA All- 57.0% Asian- 91.0% Black- 53.8% Filipino- 68.3% Hispanic- 48.9% White- 78.3% ELL- 3.9% RFEP- 63.1%

Expected	Actual
Baseline ELA All-59.9% Asian-88.7% Black-57.5% Hispanic-54.6% White-71.0% ELL-6.6% RFEP-66.0% Spec Ed-16.3% SED-54.9% Homeless-30.4% MATH All-26.0% Asian-66.0% Black-32.5% Hispanic-18.2% White-43.4% ELL-0% RFEP-24.1% Spec Ed-5.0% SED-20.0% Homeless-4.3%	Spec Ed- 12.1% SED- 50.1% Foster Youth- 57.1% Homeless- 48.9% 16-17 MATH All- 25.7% Asian- 68.7% Black- 20.5% Filipino- 47.5% Hispanic- 16.7% White- 48.7% ELL- 1.0% RFEP- 24.7% Spec Ed- 3.1% SED- 18.7% Foster Youth- 25.0% Homeless- 14.6% Interim data represents 17-18 11th graders' first semester grades (A-C) in ELA and math courses: ELA All-67.5% Asian-84.5% Black-59.6% Filipino-81.0% Hispanic-64.2% White-76.7% ELL-53.9% RFEP-67.9% Spec Ed-62.4% SED-63.5% Foster Youth-66.7% Homeless-57.5% MATH All-65.2% Asian-88.5% Black-50.0% Filipino-83.8% Hispanic-60.9% White-76.2%

Expected	Actual
	ELL-48.0% RFEP-64.7% Spec Ed-62.6% SED-61.0% Foster Youth-66.7% Homeless-45.2%

Expected	Actual
Metric/Indicator Increase the percent of 11th grade students that meet the EAP requirements for "Ready" and "Conditionally Ready" determined by CAASPP results by 2% **17-18** Increase from the baseline by 2% **Baseline** ELA All-22.6% Asian-60.4% Black-35.0% Hispanic-15.5% White-37.2% ELL-0% RFEP-19.3% Spec Ed-2.5% SED-17.4% Homeless-8.7% MATH All-8.4% Asian-37.7% Black-10.0% Hispanic-4.5% White-15.4% ELL-0% RFEP-6.8% Spec Ed-1.3% SED-5.4% Homeless-4.3%	Percent of 11th grade students that meet the EAP requirements for "Ready" and "Conditionally Ready" determined by 16-17 CAASPP: 16-17 EAP ELA All- 24.6% Asian- 53.7% Black- 20.5% Filipino- 46.3% Hispanic- 16.3% White- 46.2% ELL- 0.0% RFEP- 22.1% Spec Ed- 3.2% SED- 17.8% Foster Youth- 28.6% Homeless- 8.5% 16-17 EAP MATH All- 9.8% Asian- 35.8% Black- 7.7% Filipino- 20.0% Hispanic- 4.8% White- 22.3% ELL- 0.0% RFEP- 7.5% Spec Ed- 1.5% SED- 5.8% Foster Youth- 12.5% Homeless- 2.1% Interim data represents 17-18 11th graders' first semester grades (A-C) in ELA and math courses: ELA All-66.9%

Expected	Actual
	Asian-83.6% Black-61.0% Filipino-80.0% Hispanic-63.2% White-77.1% ELL-44.9% RFEP-67.6% Spec Ed-48.1% SED-62.7% Foster Youth-66.7% Homeless-56.4% MATH All- 64.7% Asian-88.0% Black-48.6% Filipino-83.8% Hispanic-60.1% White-76.8% ELL-48.6% RFEP-64.7% Spec Ed-48.5% SED-60.2% Foster Youth-66.7% Homeless-43.3%
Metric/Indicator Increase the percent of 12th grade students completing English Rhetoric and Writing Course (ERWC) with a C or better by 2% **17-18** Increase from the baseline by 2%	Interim data represents 2017-18 12th graders' first semester grades (A-C) in ERWC: All-73.1% Asian-95.8% Black-70.0% Filipino-81.0% Hispanic-71.5% White-77.0% ELL-59.8% RFEP-73.7% Spec Ed-71.9% SED-72.0% Foster Youth-25.0% Homeless-50.0%

	Expected	Actual

Expected

Baseline
All-76.8%
Hispanic-76.2%
White-77.4%
Black-76.2%
Asian-82.6%
Filipino-97.2%

EL-61.5%
RFEP-77.3%
SWD-77.4%
SED-76.2%
Foster-66.7%

Metric/Indicator
Increase the percent of students scoring 3 or higher on an Advanced Placement (AP) exam by 2%

17-18
Increase from the baseline by 2%

Baseline
All-55.8%
Asian-57.2%
Black-62.0%
Filipino-41.3%
Hispanic-51.0%
White-64.3%

ELL-84.0%
RFEP-49.3%
Spec Ed-44.4%
SED-51.0%
Foster Youth-90.0%

Actual

Percent of students scoring 3 or higher on an Advanced Placement exam:

16-17 AP Exam Pass Rate
All- 52.3%
Asian- 56.6%
Black- 42.1%
Filipino- 50.0%
Hispanic- 47.8%
White- 62.0%
ELL- 79.2%
RFEP- 48.3%
Spec Ed- 36.4%
SED- 47.8%
Foster Youth- 12.5%
Homeless- 30.0%

Interim data represents 17-18 first semester grades (A-C) of all students enrolled in an AP classes:

All-88.1%
Asian-96.6%
Black-88.9%
Filipino-93.2%
Hispanic-84.9%
White-92.0%
ELL-70.8%
RFEP-86.4%
Spec Ed-80.5%
SED-85.5%

Expected	Actual
	Foster Youth-100% Homeless-67.6%
Metric/Indicator Increase the percent of students enrolled in AP courses by 2% **17-18** Increase from the baseline by 2% **Baseline** All-8.3% Asian-20.7% Black-6.6% Filipino-14.3% Hispanic-5.7% White-15.1% ELL-0.6% RFEP-7.0% Spec Ed-0.4% SED-6.1% Foster Youth-0% Homeless-2.7%	Interim data represents 17-18 AP Enrollment of all student groups: All-9.6% Asian-21.4% Black-6.7% Filipino-15.1% Hispanic-7.7% White-14.9% ELL-0.8% RFEP-10.4% Spec Ed-0.8% SED-8.0% Foster Youth-14.1% Homeless-5.4%
Metric/Indicator Increase the AP Index by 2% **17-18** Increase from the baseline by 2% **Baseline** All-53.9%	16-17 AP Index: All-44.3% Asian-117.9% Black-20.5% Filipino-81.6% Hispanic-33.5% White-67.8% ELL-4.3% RFEP-46.5% Spec Ed-2.3% SED-39.2% Foster Youth-5.6% Homeless-13.6%
Metric/Indicator Increase the percent of students meeting the UC a-g requirements by 2% **17-18** Increase from the baseline by 2%	Interim data represents 17-18 first semester grades (A-C) of all students enrolled in classes meeting the UC/CSU a-d requirements All-74.9%

Expected	Actual
Baseline All-39.5% Asian-71.4% Black-46.2% Filipino-53.8% Hispanic-32.5% White-53.0% ELL-0% RFEP-37.0% Spec Ed-4.3% SED-32.6% Homeless-15.0%	Asian-92.6% Black-72.8% Filipino-86.7% Hispanic-70.6% White-84.8% ELL-55.3% RFEP-74.2% Spec Ed-60.1% SED-71.9% Foster Youth-87.5% Homeless-61.7%
Metric/Indicator Increase the percent of students qualifying for the Seal of Biliteracy by 2% **17-18** Increase from the baseline by 2% **Baseline** All-15.7% Asian-11.4% Black-2.8% Filipino-2.6% Hispanic-21.1% White-6.0% ELL-1.8% RFEP-23.2% Spec Ed-0.9% SED-19.3% Homeless-16.7%	Percent of seniors qualifying for the Seal of Biliteracy in 16-17: 16-17 State Seal of Biliteracy All- 20.1% Asian- 8.5% Black- 3.1% Filipino- 0.0% Hispanic- 27.0% White- 5.5% ELL- 0.0% RFEP- 33.4% Spec Ed- 1.7% SED- 24.5% Foster Youth- 0.0% Homeless- 10.0% Interim data represents the counts of seniors in 2017-18 that potentially met the requirement as of April 30th: 17-18 Counts All- 301 Asian- 2 Black- 0 Filipino- 1 Hispanic- 274 White- 21 ELL- 2 RFEP- 247 Spec Ed- 1

Expected	Actual
	SED- 269 Foster Youth- 0 Homeless- 2
Metric/Indicator Increase the percent of students qualifying as CTE completers by 2% **17-18** Increase from the baseline by 2% **Baseline** All-3.6% Asian-1.6% Black-3.8% Filipino-3.4% Hispanic-3.7% White-3.3% ELL-2.5% RFEP-4.0% Spec Ed-4.2% SED-4.0%	Percent of students qualifying as CTE completers at the end of 16-17: 16-17 Completers All- 3.5% Asian- 1.4% Black- 2.3% Filipino- 2.0% Hispanic- 3.6% White- 3.9% ELL- 1.5% RFEP- 3.2% Spec Ed- 3.9% SED- 4.0% Foster Youth- 8.7% Homeless- 2.5% Interim data represents the percent of students enrolled in a CTE course during first semester 17-18: All- 34.4% Asian- 33.2% Black- 34.9% Filipino- 28.6% Hispanic- 35.4% White- 31.5% ELL- 33.7% RFEP- 35.8% Spec Ed- 45.3% SED- 35.3% Foster Youth- 26.7% Homeless- 25.3%
Metric/Indicator Increase the percent of courses that are aligned to state standards, focusing on ELA, ELD, math and NGSS.	ELA/ELD- 100% of courses are aligned to state standards Math- 100% of courses are aligned to state standards Science- 80% of courses, including electives, are aligned to state standards

Expected	Actual
17-18 Increase from the baseline by 5%. **Baseline** Establish the baseline for the percent of courses aligned to state standards in ELA, ELD, math and science by using classroom walk data.	History/Social Science- 100% of courses are aligned to state standards
Metric/Indicator Maintain 100% sufficiency of standards–aligned instructional materials **17-18** 100% **Baseline** 100%	Reported at the Board of Trustees Meeting September 5, 2017: 100% sufficiency

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

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

1.1 Base Services
1.1.1 Provide all students rigorous, standards-aligned courses designed to prepare students to graduate college and career ready by revising and developing curriculum, instructional units, instructional tasks, lessons, CTE pathways, as well as formative and summative assessments aligned with state adopted content standards, and assessments.
1.1.1.1. Include special education teachers in the curriculum revision and unit development process
	1.1.1- 1.1.5
	All EUHSD courses— core, CTE and electives—revised last school year (16-17) are being implemented in the current (17-18) school year.
	
	All board approved curriculum— including recently revised curricula being implemented with support—is aligned with state and local standards and frameworks including the updated CTE pathway standards, NGSS, and the ELA-
		1.1.1
		1000-$42,000
		3000-$8,000
		  Base $50,000
		
		1.1.2
		4000 - $200,000
		5000 - $100,000
		  Base $300,000
		
		1.1.4 4000-4999: Books And Supplies Base $500,000
		
		1.1.5
		4000 – $4,000,000
		5000 - $9,000,000
			1.1.1 1000-1999: Certificated Personnel Salaries Base $40,000
			
			1.1.1 3000-3999: Employee Benefits Base $10,000
			
			1.1.2 4000-4999: Books And Supplies Base $180,000
			
			1.1.2 5000-5999: Services And Other Operating Expenditures Base $75,000

1.1.2 Incorporate the use of appropriate technology so that students have the necessary skills to graduate college and career ready. 1.1.3 Continue plans to ensure fair, equitable and consistent grading practices. 1.1.4 Provide core and supplementary standards-aligned instructional materials to support implementation of course revisions. 1.1.5 Provide materials, supplies, other resources and operational services to support all curricular and co-curricular programs.	ELD Framework. This year 30 courses were created or revised to meet the latest standards and CDE-provided frameworks/guiding documents to ensure EUHSD continues to provide rigorous, standards-aligned coursework. • All revised and new curriculum for courses and pathways in CTE include specific standards-aligned instructional tasks as well as formative and summative assessment examples. • New curriculum revision work is in process and planned for the summer and fall including Video Production and Visual and Performing Arts (CTE). The creation or revision of CTE courses (16 courses total this year) has been a priority; 6 full release days in and additional hourly teacher work from representatives of each comprehensive high school was required to complete the new and revised curriculum. • Special Education teachers attend curriculum revision meetings when they pertain to their students' needs and are encouraged to participate in all professional learning including core content and CTE related curriculum and pedagogy. • Special Education leaders, teachers, and support staff continue to participate in their	$13,000,000	
			1.1.4 4000-4999: Books And Supplies Base $475,000
			1.1.5 4000-4999: Books And Supplies Base $3,750,000
			1.1.5 5000-5999: Services And Other Operating Expenditures Base $9,360,000

Professional Learning Communities at the site and district offices and are encouraged to attend all professional learning events and workshops that pertain to their work. 100% of schools have had teachers, specialists, and support staff represented at one or more professional learning workshop (e.g. Read180, content specific PL).

- Technology was integrated into the curriculum as appropriate.

English Learner Update:
- ELD teachers administered the ELPAC to their students. This led to them being able to create more rigorous classroom tasks/lessons to prepare students to be assessed in this way.
- An ELD new materials adoption committee has been formed to begin the process of piloting curriculum that is standards aligned.
- ELD Teachers participated in four Data Reflection Sessions this year, reviewing student work and assessments, fine-tuning each unit so they are tightly aligned to ELD standards and prepares students for the ELPAC.

Math Update:
- Proposed embedded Honors courses will be going to the

board for approval in June for Math 2, 3, and 4

- May 9th and May 22nd- math teachers from across the district met to identify Big Ideas/Power Standards for Math 1 and Math 2 and write related common unit assessments for semester 1 for the 2018-19 year. .

Due to dedicated PLC/collaboration time which is provided to all EUHSD instructors, each month during the 2017-18 school year special education leaders met together at the site level or district-level regarding curriculum and instruction related matters.

All grading initiative committee with representatives from all EUHSD schools was formed in Spring 2017.

- The committee was co-chaired by two principals
- The committee met monthly beginning in March 2017 and continued meeting throughout the 2017/18 school year.
- In Spring 2017, the EUHSD grading initiative committee discussed and responded to guiding questions. Feedback was compiled into a single document and became the basis for future work.
- Throughout the Spring 2017 and Fall/Spring 2017/18, Grading Initiative Committee

members examined a variety of publications and data that served to inform the group's thinking. A few members also attended a Solution Tree conference on grading in 2017 and shared some of their best practices and learning from that conference.
- In January 2018, the Grading Initiative Committee began drafting a Vision Statement.
- In December 2017 and January 2018, the Grading Initiative Committee compiled a list of considerations for next steps, which were organized into discrete categories, for consideration for further work in this area. This Executive Summary was presented to Cabinet.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2. Increased and/or Improved Supplemental Services 1.2.1 Provide resources and support for the appropriate use of technology so that students have the necessary skills to graduate college and career ready. 1.2.2 Provide English Learners additional support in order to be successful in rigorous academic content in core classes. 1.2.2.1 Based on number of enrolled students, offer separate ELD I, math and elective classes	1.2.1 - Dir of Ed Tech provided 25 hours classroom ed tech support in 17-18 - TOSA provided 644 hours of classroom ed tech support in 17-18 - 69% of classes, all students were using technology, down from 76% in 16-17 - 33% of classes were using technology at the highest 2 levels of SAMR model, down from 37% in 16-17 This means	1.2.1 to 1.2.3 1000-$865,000 2000-$618,000 3000-$380,000 5000-$93,000 Supplemental and Concentration $1,956,000	1.2.1 to 1.2.3 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $747,049 1.2.1 to 1.2.3 2000-2999: Classified Personnel Salaries Supplemental and Concentration $558,861

for SIFE and traditional newcomer students.
1.2.2.2 Use bilingual instructional aides to support EL students in content classes.
1.2.2.3 Provide collaborative or reduced class size in sheltered classes to clusters of EL students.
1.2.3 Inform best practices by analyzing data from metrics, assessments and other sources, including research.
1.2.3.1 Contract with Hanover research to evaluate district developed LCAP metrics to help ensure they measure program effectiveness.

fewer students are using technology beyond Substitution (word processing) or Augmentation (online quizzes, collaboration
- Canvas LMS and Turn It In are up for board approval to begin full implementation over the next 3 years.
- Currently, the district is piloting Turn It In. This year, over 18,000 EUHSD student papers have been checked for plagiarism with nearly 100,000 pieces of feedback provided.

1.2.2 EUHSD students identified as newcomer English learners receive additional support to help ensure their academic success in a number of ways including the following:

1.2.2.1 SIFE students receive an ELD Math Literacy support class for math and/or a language and culture elective to help them access the other core subjects they are taking and to support the transition and assimilation to U.S. schools.
- OGHS had 6 SIFE students enroll between February and April. They opened an ELD Math Literacy course for 5 of the 6 students so that they could support them.
- OGHS also had an increase in English Learner enrollment overall, with 35 students currently enrolled in ELD I. A

1.2.1 to 1.2.3 3000-3999: Employee Benefits Supplemental and Concentration $548,168

1.2.1 to 1.2.3 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $77,871

new ELD teacher was hired to teach a new section of ELD I.
- All other sites have increased English Learner enrollment, but not enough to where opening new SIFE courses are necessary.
- The Language and Culture class at SPHS remained opened—two non-SIFE students were placed in the course. The class is currently up to 9 students.

1.2.2.2 Bilingual Instructional Aides were hired and scheduled so all students in English Language Development Cluster Science and Social Science received support. All sites have hired their full team of BIAs and they have all been trained with supporting EL instruction.

1.2.2.3 All cluster EL Science and Social Science teachers were able to choose to participate in Lesson Studio or one-on-one coaching for Semester B professional learning around best practices for ELs. All of the work focuses in on Three Shared ELD Strategies: Flexible Grouping, Chunk and Chew/"10 and 2" and Talking Time with Supports. Principals have also been trained on the three shared strategies during a Principals Meeting.

Collaboration model continued to be implemented for sheltered math 1 and 2 classes. An English

Language Development teacher worked side-by-side with the Math 1 teacher to assist with the literacy needs in Core Plus math curriculum. Teachers were trained prior to school starting as well as engaged in peer observations, after school planning time and district-wide professional learning.

1.2.3.1 EUHSD partnered with Hanover Research to develop and implement our LCAP Survey, key findings and recommendations and grading analytics from Sem A grades.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Targeted Supplemental Services 1.3.1 Provide instructional aides for students enrolled in ELD classes. 1.3.2 Offer support classes for students enrolled in ELD. Reduce class size in both core and support ELD classes. 1.3.3 Provide evidence-based instructional support to identified at-risk 9th grade students. 1.3.4 Inform best practices by analyzing data from metrics, assessments and other sources, including research.	1.3.1 Bilingual Instructional Aides were hired and scheduled so all students in English Language Development Cluster Science and Social Science received support. All sites have hired their full team of BIAs and they have all been trained with supporting EL instruction. 1.3.2 All comprehensive school sites implemented ELD I-III support sections and some sites increased enrollment requiring additional sections to be opened. 1.3.3 EUHSD has continued to collaborate closely with our feeder district and schools to identify at-	1000-$525,000 2000-$65,000 3000-$120,000 Title III $87,000	1.3.1 2000-2999: Classified Personnel Salaries Title III $31,518
		1000-$525,000 2000-$65,000 3000-$120,000 Title I $623,000	1.3.1 3000-3999: Employee Benefits Title III $3,067
			Total Title III Expenditures for Goal 1 Not Applicable Title III $34,585
			1.3.2 to 1.3.4 1000-1999: Certificated Personnel Salaries Title I $423,593

risk 9th graders and provide a variety of research-based instructional supports to help ensure these students' success.

This year we have continued to implement the following district-wide 9th grade specialized intervention courses aimed specifically at grade 9 students identified as "at-risk" based on data received from the students' previous school records and from math and ELA/ELD articulation meetings:

Literacy Intervention (Grade 9) which is currently offered and implemented at all three comprehensive high schools. This course has been revised this year and named ELA 9 Literacy Support and was revised to better align with local and state curriculum and assessments. This course serves those students who, along with other measures have received a grade of D or F in 8th grade and failed to meet the standard set by the grade 7 CAASPP; the course is designed specifically to meet the needs of students who have struggled academically and require support to ensure their college and career readiness success in their core ELA class.

1.3.4 EUHSD continues to partner with Illuminate and Shmoop to support data informed instruction at our school sites.

1.3.2 to 1.3.4 3000-3999: Employee Benefits Title I $160,219

1.3.2 to 1.3.4 4000-4999: Books And Supplies Title II $62,848

1.3.2 to 1.3.4 5000-5999: Services And Other Operating Expenditures Title I $140,493

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Actions and Services for Goal 1 were fully implemented. Curriculum documents with key instructional resources and common performance tasks aligned to state standards and student learning objectives were developed and approved by the EUHSD Board in key identified areas. Continued plans for revision are in place and work will continue throughout the 2018-19 school year. We will be piloting instructional materials in 2018-19 for an ELA/ELD adoption . There are plans for History/SS to continue work through the fall to develop and refine instructional units. Technology integration was a primary commitment with hardware and training for integrated use provided to science, social science, and math teachers. The committee to examine equitable grading practices was established and examined district practices and policies. The committee presented an Executive Summary to cabinet and are waiting for next steps. Interventions for English Learners and supports to students in English 9 and Math 1 were provided to identified students. Data was shared with stakeholders through a variety of formats and continues to be at the forefront of all academic decisions.

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

A program evaluation protocol was implemented for our EL program and shared with administrators, as well as teacher leaders. Academic achievement data (outlined above) in support of Goal 1 indicates that an increased need in monitoring the progress of all students in meeting college and career readiness learning outcomes. This includes continued focus on sharing specific identified common formative assessment data from ELA/ELD and Math courses with teachers and administrators, specifically focusing on analysis of specific subgroups of students, such as Special Education and English Learner students. Because some of the actions and services in support of student academic achievement, such as SIFE classes for English Learners, were put into place in 16/17, there is a need to closely monitor interventions and supports for all students in the coming 18/19 school year to determine overall program effectiveness in meeting academic achievement goals. Although data reflection sessions were conducted in ELA/ELD grade 9 classes, there is a particular need in examining the strategies and best practices in providing additional academic supports and data monitoring in order to meet the academic needs of all students, and specifically those student groups not able to decrease the achievement gap. Addressing and making recommendations to changes in grading policies and practices is a key component in support of equitable academic outcomes for all students. The Federal Programs Monitoring review highlighted that more intentional efforts must be made in teaching Designated English Language Development in core classes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action and Service 1 through 3, there was a decrease in actual expenditures from budgeted expenditures due to the following:

We are no longer contracting with Hanover Research for 18-19 which is paid the year prior to services- $43,000.
Several Bilingual Instructional Aides were hired mid year and did not require full budgeted amount for that action and service.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Analysis:
Analysis of Literacy Support/Read 180 and Math 180 interventions indicated a need to examine the intervention curriculum and make recommended changes for the 2018-19 school year. This includes examination of program data and student academic achievement in core English 9 and Math 1 courses. The 1.5 year pilot of the literacy support class highlighted the necessary conditions surrounding that class that are required to support students being academically successful in core classes.
Change:
The District will continue to support Special Education students through the Read 180 intervention which has been revised by the publisher to meet skills identified in the state standards. The sites are implementing interventions differently for the 2018-19 school year in an effort to utilize bell structures and systems that currently exist within the school day. These systems will still directly support the student learning goals within the English 9 curriculum and the student's progress in meeting University of California (UC)/California State University (CSU) "a-g" college and career readiness goals of attaining a letter grade of A-C. The District is piloting a math intervention program that will enhance the curriculum with additional assignments and activities that support the student's academic experience in the core Math 1 program. We will contract with EAB to help us analyze our metrics. Additionally, site-based discretionary funds will be allocated to support academic achievement.

We have changed our Goal 1 Expected Annual Measurable Outcomes to better align with California's new accountability system. The changes include:
• English Learner Progress Indicator metrics with establishing a baseline ELPAC metric for 2019-20
• Increasing CAASPP achievement by 2% to close achievement gaps amongst under-performing student groups
• Increasing EAP requirement by 2% to close achievement gaps amongst under-performing student groups
• Remove passing ERWC with a C or better in ERWC
• Increasing AP pass rate by 2% to close the achievement gaps amongst under-performing student groups
• Increasing AP enrollment by 2% to close the achievement gaps amongst under-performing student groups
• Remove AP Index metric
• Increase meeting UC a-g requirements by 2% to close the achievement gaps amongst under-performing student groups
• Maintain or increase by 5% the level of standards implementation as reported on the CA School Dashboard Local Indicator

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Effective Instruction and Leadership
Provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Build the leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Maintain at 100% the percent of teachers that are appropriately credentialed and assigned **17-18** Maintain at 100% **Baseline** All-100%	100% of teachers are appropriately credentialed and assigned.
Metric/Indicator Maintain at 0% the mis-assignments and vacancies **17-18** Maintain at 0% **Baseline** Maintain at 0%	0% of teachers are mis-assigned and there are no vacant positions.

Expected	Actual
Metric/Indicator Increase the percent of staff responding positively to professional learning feedback survey by 3% **17-18** Increase from baseline by 3% **Baseline** All-74.7%	As of April 30th: All- 91%
Metric/Indicator Maintain at 100% the number of teachers completing Year 1 and Year 2 of the BTSA Induction **17-18** Maintain Year 1 participation at 100% Increase Year 2 completion to 100% **Baseline** 100% of Year 1 Participating Teachers completed Year 1 BTSA requirements 93.3% of Year 2 Participating Teachers completed Year 2 BTSA requirements	100% (14/14) of Year 1 Participating teachers completed year 1 RISE requirements 92% (11/12) of Year 2 Participating teachers completed year 2 RISE requirements
Metric/Indicator From coaching logs, increase the percent of time spent on Coaching/Meeting by 5% **17-18** Increase from baseline by 5% **Baseline** All-41.2%	As of May 4th: 55.4% coaches' time is spent in the Coaching/Meeting category.
Metric/Indicator Establish a baseline for the participation of administrators in building instructional leadership capacity **17-18** Maintain at 100%	100% of administrators participated in at least one event focusing on building instructional leadership capacity.

Expected	Actual
Baseline 100% of administrators participated in at least one event focusing on building instructional leadership capacity.	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Base Services 2.1.1 Support students graduating college and career ready by hiring high quality teachers and support staff to implement Goals1-5 (classified staff, certificated teachers, counselors, administrators, and non-represented managers). 2.1.2 Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and district-wide initiatives described in Goals 1-5. 2.1.2.1 Target special education teachers to participate in content specific professional learning events	2.1.1 EUHSD was able to recruit teachers to fill all of our vacancies for the 2017-18 school year. Additionally, we are able to retain teachers. Teachers leaving the district are due to retirements, end of contracts, and/or personal reasons requiring relocation. 2.1.2 The RISE Program supported 26 teachers during the 2017-18 school year. These teachers met for two hours 10 times throughout the year after school on topics to support new teachers as well as satisfy program requirements. 2.1.2.1 Due to dedicated PLC/collaboration time which is provided to all EUHSD instructors, each month during the 2017-18 school year special education leaders met together at the site level or district-level regarding	1000-$29,000,000 2000 - $11,000,000 3000-$17,000,000 5000-$50,220 Base $57,050,220	2.1.1-2.1.2 1000-1999: Certificated Personnel Salaries Base $32,235,964 2.1.1-2.1.2 2000-2999: Classified Personnel Salaries Base $12,031,153 2.1.1-2.1.2 3000-3999: Employee Benefits Base $18,121,875 2.1.1-2.1.2 4000-4999: Books And Supplies Base $3,524,961 2.1.1-2.1.2 5000-5999: Services And Other Operating Expenditures Base $7,144,193

curriculum and instruction related matters.

Special Education teachers attend curriculum revision meetings when they pertain to their students' needs and are encouraged to participate in all professional learning including core content and CTE related curriculum and pedagogy.

Special Education leaders, teachers, and support staff continue to participate in their Professional Learning Communities at the site and district offices and are encouraged to attend all professional learning events and workshops that pertain to their work. 100% of schools have had teachers, specialists, and support staff represented at one or more professional learning workshop (e.g. Read180, content specific PL).

Special Education teacher at Orange Glen High School participated in professional learning with general education science teachers.

Special Education math teachers participated in district integrated math training.

Special Education teachers participated in their sites final Spring Math studios with their general ed colleagues.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Increased and/or Improved Supplemental Services 2.2.1 Support students graduating college and career ready by restructuring the certificated teacher salary schedule for the purpose of recruiting and retaining high quality teachers committed to fulfilling their professional roles and responsibilities. 2.2.2 Provide additional time to increase effective engagement in professional collaborations such as Professional Learning Communities (PLC) and professional learning days. 2.2.3 Increase the support provided by content specialists and instructional coaches in order to improve teaching and learning. 2.2.4 Increase district and site leadership capacity for instructional leadership in order to improve student learning, focusing on identified areas of need. 2.2.5 Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and district-wide initiatives described in Goals 1-5.	Over 70 formal site and district-based professional learning events (workshops, etc.) have been facilitated since August 2017. In addition, more individualized support has been provided by district and site-based instructional leaders which have included all of the identified groups of educators including teachers, paraprofessionals, specialists, and administrators: 2.2.2 EUHSD teachers continue to meet in Professional Learning Communities (PLCs) throughout the year at each school site. In addition, PLC leads receive additional time to collaborate at both the site and district levels. • Site PLCs continue to receive an additional five minutes per day this school year for teacher collaboration as part of their contract; this is part of weekly paid collaboration time built into the school day (over one hour per site) to conduct the work of instructional planning, assessment creation and data review. • Dr. Luis Cruz of Solution Tree—an international expert	1000-$2,580,000 3000-$560,000 4000-$15,000 5000-$115,000 Supplemental and Concentration $3,270,000	2.2.1 to 2.2.5 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $2,328,593 2.2.1 to 2.2.5 2000-2999: Classified Personnel Salaries Supplemental and Concentration $7,123 2.2.1 to 2.2.5 3000-3999: Employee Benefits Supplemental and Concentration $718,684 2.2.1 to 2.2.5 4000-4999: Books And Supplies Supplemental and Concentration $450 2.2.1 to 2.2.5 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $96,254

on the subject of PLCs—facilitated professional learning with staff members and administrators at each of the comprehensive high schools six (6) times during Semester B as part of an initiative to provide additional support to site PLCs.

- Site-based PLC leads/coordinators met four (4) times throughout the 2017-18 school year with site principals, district leaders, and academic deans to review expectations and collaboratively establish goals and provide direction regarding the district-wide PLC work.
- District-wide PLC leads continue to collaborate electronically at the site and district level and are scheduled to meet with district and site instructional leaders in person in November, January and March with additional meetings in between via electronic means.
- A PLC-related binder of norms and expectations is being created with the intent to distribute and use this tool for the 2018-19 school year.
- Two district-wide professional learning days continued for 2017-18. Two major topics were addressed to all district staff:

Suicide Prevention- On both days, district social workers shared tools,

resources, videos, etc. and profiles for at-risk students

Active Shooter Protocol: Run/Hide/Fight- This was a follow up to Active Shooter training that occurred in 2016-17. In the Fall, staff received practical hands on time to map out their classroom/space and identify obstacles, tools, etc. to run/hide/fight. In the second semester, staff were trained on how to help students respond to an active shooter on campus.

2.2.3
- The math (1) and ELD (1) content specialists have facilitated professional learning and support to teachers, site administrators and support staff at least once each week on average for a total of over fifty distinct professional learning and/or support visits/events.
- Site and district instructional coaches have had 9,500 (update) contacts with district staff (duplicated) representing 6,347 hours of support (unduplicated) in 17-18.
- 6 coaches provided 164 hours of support in which instructional leaders/administrators were included.
- So far in 17-18, 55.4% of coaches' time is spent coaching, in math studio or in lesson study. This is up from 48.6% in 16-17 and above this year's goal of 46.2%

- Support staff in the following departments have received at least two specific release days for ongoing professional learning and support:
  - ELD
  - Math
  - Science

2.2.4
Principals, along with representative assistant principals and other members of the site leadership team, participated in Administrator Instructional Leadership Workshops (AILW).

Ongoing training for site instructional leaders related to curriculum and instruction via learning walks at the site level on a monthly basis every month during the 2017-18 school year.

100% of principals participating in AILW, Learning Walks, and classroom walks/coaching.

100% of site administrators participated in reviewing data and empathy interviews around LCAP goals.

100% of high school leadership teams have articulated SMART goals.

Site leadership teams (including principals and Academic Deans) have presented on semester progress/data towards meeting SMART goals.

Site and district leader have used the self-assessment form to reflect on their knowledge and application of the CPSELs.

2.2.5 District staff participated in a variety of professional learning events to support improvement of instructional practices.
Examples include:

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Targeted Supplemental Services 2.3.1 Support teachers needing to add credential authorizations, or clear credential in order to be Highly Qualified. Support teachers to participate in industry certifications and externships. 2.3.1.1 BTSA Induction Program 2.3.1.2 Industry certifications 2.3.2 Build teacher and site leadership capacity for effective engagement in professional collaborations 2.3.3 Increase the support the support provided by content specialists and instructional coaches in order to improve teaching and learning 2.3.4 Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and district-	2.3.1 Human Resources supported teachers to earn certifications to become Highly Qualified in Special Education. 2.3.2 A Professional Learning Community site lead at each site supported teacher teams to reflect on data and student work and renorm team protocols for meaningful and effective collaboration. Dr. Luis Cruz has led teacher leaders and administrators at each comprehensive school site in training around effective site leadership of teacher collaboration. Site leaders have participated in leadership-focused lunch sessions with Dr. Cruz to further unpack the training and identify next steps to	1000-$275,984 3000-$48,758 5000-$336,077 Title II $50,000	2.3.1 and 2.3.4 1000-1999: Certificated Personnel Salaries Title II $117,656
		1000-$275,984 3000-$48,758 5000-$336,077 2.3.2-2.3.4 Title I $65,000	2.3.1 and 2.3.4 3000-3999: Employee Benefits Title II $38,557
		1000-$275,984 3000-$48,758 5000-$336,077 5000 Title III IMM-$7,000 $241,893	2.3.1 and 2.3.4 5000-5999: Services And Other Operating Expenditures Title II $25,348
		1000-$275,984 3000-$48,758 5000-$336,077 5000 Title III IMM-$7,000 $280,518	Total Title II Expenditures for Goal 2 Not Applicable $181,466

wide initiatives described in Goals 1-5.	support and implement the work at each site. We are in the process of adding 2 additional days of training with Dr. Cruz. 2.3.2 Illuminate TOSAs at OGHS and EHS provided technical support and professional development to staff to use data tools to inform instruction. Local assessments: site-based, district-wide core content common assessment data (math, ELA, social-science, etc.) provide instructional leaders with the most up-to-date formative data that is necessary to inform instruction, re-teaching and intervention. This data is shared via Data Reflection Sessions (DRS) which are facilitated by department chairpersons, grade-level leads, site and district-based teachers-on-special assignment, and/or content specialists. Additionally, interim block assessments aligned with the CAASPP and made available by CDE provide additional information related to student progress and preparation as well as the quality and consistency of instruction and course-based formative and summative assessments.	2.3.2 to 2.3.4 1000-1999: Certificated Personnel Salaries Title I $148,492
		2.3.2 to 2.3.4 3000-3999: Employee Benefits Title I 60,978
		2.3.2 to 2.3.4 4000-4999: Books And Supplies Title I $5,059
		2.3.2 to 2.3.4 5000-5999: Services And Other Operating Expenditures Title I $224,752
		2.3.4 5000-5999: Services And Other Operating Expenditures Title III $3,404

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Actions and Services for Goal 2 were fully implemented with very few exceptions. EUHSD teachers were supported through a fully funded RISE program that supported teachers in attainment of credential authorizations. Funds were also dedicated to recruiting and retaining highly skilled, knowledgeable, and caring teachers in support of student learning. PLCs continue to be a focus for the District with set aside time for PLCs at each school. In 2017-18, two additional days continued to be added to the EUHSD calendar in support of high quality professional development for all staff in the areas of PBIS and PLC implementation. Staff also responded positively to the Suicide Prevention and Active Shooter Protocol professional learning. Support for the instructional program was also provided by Teachers on Special Assignment (TOSAs) in the areas of English, Mathematics, Science, and Technology. A wide-array of professional learning opportunities were also fully funded in support of academic goals.

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

Anaylsis of PLC minutes and professional learning events in support of Goal 2 indicate that PLC time is being used to examine student learning. Site PLC lead teachers meet regularly with site administrators and examine PLC meeting minutes that demonstrate a continued commitment to the PLC process. Although most teams were successful in the cycle of data reflection and analysis, examination of minutes indicates a continued need to work alongside some teams in order to strengthen the PLC process. While coaching and support were provided to teachers in intervention courses, continued opportunities for administrators and teachers to collaborate on the data and the instructional routines within the classroom is an area of need. Content Literacy remains a focus for the District, with specific literacy strategies written into new curriculum and supported by EUHSD Literacy TOSAs. Deepening understanding of the use of research based strategies in support of teaching and learning, specifically for English Learner and Special Education students for differentiation is an area of continued need, as reflected in disaggregated student academic data. Summer Math and Science Institutes are planned for June 2018 and a Professional Learning Symposium for all teachers is planned for August 2018. The focus is literacy for all in all content areas and support of designated and integrated ELD. The District's instructional focus served as the foundation for learning walks for administrators and teachers alike. A continued need exists in examining data relative to English Learner, Special Education, and Re-designated English Learner students in order to support college and career readiness goals. The District also committed resources to providing high quality professional learning experiences to math, ELA, and ELD teachers. Teachers were supported through release days with consultants and with district TOSA support to analyze data and best practices as well as support in instructional planning and effective collaboration.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between budgeted and estimated actual expenditures are due to the following:

Base Funding differences between budgeted and estimated actuals are due to the fact that the budget was built without recognizing any one time dollars which were identified after first interim. Original budgets were based on a portion of the LCFF gap being funded. Additionally, negotiations between bargaining units were not complete yet and the cost of benefits went up in January.

Due to calendar conflicts between the feeder elementary/middle school district and EUHSD, we did not offer Summer Math Academy last summer. The professional learning that was planned for in the 17-18 year for EL sheltered cluster teachers stalled due to conflicting priorities with other planned district professional learning. We did not release teachers as often as planned. The annual College Fair did not require the full budgeted amount and college field trips did not occur outside of AVID.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Analysis:
Analysis of professional learning measures for Goal 2 indicate the need for a district-wide professional learning vision and plan to more effectively support district and site initiatives. A draft Educational Services Professional Learning Plan was created through Ed Services planning time, Administrative Instructional Leadership Workshops, specialist and TOSA collaboration, etc. It outlines a Guiding Vision and Values, Common Understandings, Goals, Monitoring Tools, Specific Plans and Roles and Responsibilities.

Change:
A Content Area Specialist in Literacy will be added for 2018-19 to provide district-wide support in aligning the revised core curriculum with best first-time instructional practices. Additionally, site-based discretionary funds will be allocated to support effective instruction and leadership.

We have changed our Goal 2 Expected Annual Measurable Outcomes to better align with California's new accountability system. The changes include:
• Maintain or increase the level of professional learning implementation as reported on the CA School Dashboard local indicator
• Remove metric reporting time spent on Coaching/Meeting as professional learning is now included in local indicator rubrics

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Support to Students
Provide systemic, equitable and accessible support services focused on academic, career and personal development so that all student's graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase the pass rate by 1% in the key courses supporting college and career readiness **17-18** Increase from baseline by 1%	Interim data represents percent of students passing (A-C) college and career readiness courses during 17-18 Sem A (All courses that are flagged with UC/CSU code a,b,c or d) All-71.6% Asian-89.7% Black-67.1% Filipino-87.7% Hispanic-67.3% White-83.3% ELL-44.1% RFEP-72.9% Spec Ed-55.9% SED-67.4% Foster Youth-85.2% Homeless-54.7%

	Expected	Actual

Expected

Baseline
All-73.8%
Hispanic-69.1%
White-85.6%
Black-72.5%
Asian-91.5%
Filipino-85.9%
EL-44.4%
RFEP-73.7%
SWD-61.4%
SED-69.5%
Foster Youth-69.8%
Homeless-58.9%

Metric/Indicator
Increase the percent of students meeting all requirements for the MAP program by 3%

17-18
Increase from baseline by 3%

Baseline
All-26.5%
Hispanic-22.3%
White-29.0%
Black-0%
Asian-50.0%

Filipino-71.4%
EL-0% to 3%
RFEP-26.9%
SWD-0%
SED-26.3%

Metric/Indicator
Increase the cohort graduation rate by 1% as reported on the California School Dashboard

17-18
Increase from baseline by 1%

Actual

Class of 2018 - Potential MAP Scholarship Students (Pending 2nd semester grades for ALL students marked as "conditional" and Community Service verification for DLA students)

Potential: MAP Scholars Class of 2018 as of 6/1/18:
DLA   11
EHS   33
OGHS   28
SPHS   21
Total: 93

As reported on the CA School Dashboard:

Status and Change Data from Fall 2017:

All-93.3%; +1.9% (**GREEN**)
Hispanic-91.2%; +2.2% (**GREEN**)

Expected	Actual
Baseline Status and Change Data from 2014-15 All-92.8 %: 2.1% **GREEN** Hispanic-91.7%; 3.9% White-95.7%;0.2% Black-82.8%; -7.9% Asian-94.7%; -1.0% Filipino-97.8%; 0.6% EL-88.4%; 14.0% SWD-76.6%; 1.9% SED-91.2%; 3.5%	White-97.5%; +1.4% (**BLUE**) Black-94.7%; +4.5% (**GREEN**) Asian-100%; +4.2% (**BLUE**) Filipino-97.5%; -0.3% (**BLUE**) EL-88.0%; +6.6% (**GREEN**) SWD-80%; +3.6% (<mark>YELLOW</mark>) SED-91.3%; +2.5% (**GREEN**)
Metric/Indicator Decrease cohort dropout rate from previous year by 0.5% **17-18** Decrease from baseline by 0.5% **Baseline** All-7.2% Hispanic-8.1% White-5.2% Black-19.4% Asian-2.4% Filipino-2.2% EL-10.5% SWD-13.5% SED-8.5%	Interim data represents cohort dropout rate for Class of 2017: All-5.4% Hispanic-6.1% White-3.1% Black-7.3% Asian-5.8% Filipino-2.9% EL-11.1% SWD-9.9% SED-6.0%
Metric/Indicator Increase for the number of opportunities outside of the school day for students and parents to receive college and career information **17-18** Increase from the baseline by 2%	Data represents events offered during and after the school day. Event counts are representing all five schools and were facilitated and supported by counselors and/or college and career techs, parent liaisons and social workers: 90 events on Academic/School Success with 640 parent participants and 1237 student participants 13 events on Career Readiness with 126 parent participants and 330 student participants

Expected	Actual
Baseline College and Career Readiness representing all five schools and led by counselors and/or College and Career Techs • 444 events on college and career topics attended by 1872 parents • 98 events on academic and school success topics attended by 1512 parents (Data represents events offered during and after the school day) College and Career Readiness representing all five schools and organized and facilitated by the Parent Liaisons • 55 events on college and career topics attended by 1254 parents • 75 events on academic and school success topics attended by 2983 parents (Some events represent duplicated data)	53 events on College Readiness with 657 parent participants and 1427 student participants 89 events on Personal/Social-Emotional Supports with 833 parent participants and 1127 student participants
Metric/Indicator Increase the number and types of services provided by staff focusing on social-emotional needs of students **17-18** Increase from the baseline by 2% **Baseline** Social workers representing all five sites as well as foster and homeless youth: • 1,019 students served • 63 students with group support • 2182 individual counseling/support sessions • 100 threat assessments • 285 students /families referred outside agencies 32 events on personal/social/emotional topics led by counselors and attended by 367 parents 66 events on personal/social/emotional topics were organized and facilitated by the Parent Liaisons and attended by 1512 parents	Social Workers representing all five sites as well as foster and homeless youth: Data reporting period from 8/1/17 to 4/18/18: • 107 grad waivers were approved • 995 total number of students served • 3389 individual student contacts • 129 threat assessments • 2 Groups, 110 student contacts/sessions • 5501 case management interventions • 1368 consultations with staff • 1397 parent contacts • 387 school site meetings attended • 380 referrals to outside agencies

	Expected	Actual
	Metric/Indicator Increase the ADA rate by 0.25%: **17-18** Increase from 2016-17 by 0.25% **Baseline** All-96.7%	ADA rate as of March 23rd: Regular Education Instructional Setting Only: 96.1% All District Instructional Settings: 95.66%
	Metric/Indicator Decrease the chronic absenteeism by 0.25%: **17-18** Decrease from 2016-17 by 0.25% **Baseline** All-11.0%	Chronic absenteeism rate as of April 30th, 2018. All- 11.1% Asian- 3.4% Black- 12.0% Filipino- 5.4% Hispanic- 11.3% White- 11.7% ELL- 16.0% RFEP- 8.1% Spec Ed- 20.5% SED- 12.0% Foster Youth- 33.3% Homeless- 28.2%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Base Services Included in Base Services described in 1.1.5 and 2.1.1.	3.1 Actions and services were provided and described in 1.1.5 and 2.1.1.	Included in 1.1.5 and 2.1.1	Included in 1.1.5 and 2.1.1

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Increased and/or Improved Supplemental Services 3.2.1 To meet the diverse needs of students, implement a variety of academic programs which provide additional support to include: 3.2.1.1 Tutors (before, during and after school) 3.2.1.2 9th Grade Academies 3.2.2 Provide students a variety of opportunities to recover and accelerate progress towards graduation, including summer, before and after school. 3.2.2.1 Learning Academy classes before and after school 3.2.2.2 Summer School classes 3.2.3 Maintain staff to support the social/emotional needs of students: 3.2.3.1 Maintain staff to support the academic and social/emotional needs of foster and homeless students. 3.2.3.2 Maintain psychologist services for EL students while clearly articulating the referral process. 3.2.3.3 Maintain outreach services for pregnant and parenting students. 3.2.4 Provide students and parents counseling and guidance services, including access to information and resources regarding college and career readiness, targeting additional college services for EL, foster and SED students.	A variety of academic programs which provided additional support were provided to meet the diverse needs of students. 9th grade academies (houses), "Reset" continues (at EHS), tutors, LC, Independent study, after school Asset programs with an academic focus. PBIS has also addressed academic needs in core academic areas. 3.2.1.1 We had more success hiring LCAP tutors this year and tutors were hired to work with predominantly 9th and 10th grade students in math, ELA and sheltered core classes as schedules permitted. Two sites (DLA and OGHS) included peer tutors within their CRBG site plans in order to increase availability of students to tutors. 3.2.1.2 SPHS continued with the 9th Grade Academy model and EHS implemented 9th Grade Academy for the first time this year. Academy leads were provided time and opportunity to partner with academic deans in order to focus on 9th grade academic achievement. Students were provided with a variety of opportunities to recover	3.2.1 to 3.2.9 1000-$2,718,382 2000-$340,000 3000-$716,055 4000-$85,000 5000-$275,000 Supplemental and Concentration $4,104,269	3.2.1 to 3.2.9 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $ $2,163,250 $1,863,250
			3.2.1 to 3.2.9 2000-2999: Classified Personnel Salaries Supplemental and Concentration $253,589
			3.2.1 to 3.2.9 3000-3999: Employee Benefits Supplemental and Concentration $967,700
			3.2.1 to 3.2.9 4000-4999: Books And Supplies Supplemental and Concentration $101,832
			3.2.1 to 3.2.9 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $251,669

3.2.5 Provide support to the Advancement Via Individual Determination (AVID) program by meeting programs needs such as release time for AVID coordinators, District director support, AVID class tutors, classroom resources, field trips and professional development.

3.2.6 Implement the systematic academic intervention program at each site for students, which include identification and options for support and monitoring, with a focus on 9th grade students.

3.2.7 Provide additional time and resources for staff to counsel with chronically absent and truant students consistently using Student Attendance Review Team (SART) and Student Attendance Review Board (SARB).

3.2.8 Provide monitoring and support for EL and RFEP students so that they graduate college and career ready.

3.2.9 Provide students increased access to opportunities for in-depth college and career exploration.

and accelerate progress towards graduation.

3.2.2.1 Each Learning Center is open before and/or after school. An additional 20 sections were used to offer extended learning opportunities for students. Over 413 students were served in these before or after school classes.

3.2.2.2 Summer school was offered at SPHS, serving students from all five sites. Students were provided transportation options. Additionally, the Learning centers were open at each comprehensive site, allowing students to finish coursework and take additional courses.

Summer Math Academy for incoming 9th graders has received 150+ applications and plans are in process to try to add an additional section to accommodate this need.

Summer Language Academy for English Learners was offered for students to engage in enrichment opportunities and year-round language support. The goal of this summer program is to facilitate language acquisition through engaging students in learning about their own culture and exploring their personal identity. The Summer Language Academy curriculum has been developed to meet the needs of newcomer English Learners. Students who complete the academy will earn 5

elective credits. The program will serve 28 students who have been in US schools less than two years.

3.2.3.1 Social workers were provided to support the health and social.emotional well-being of all students. Services included:

- 107 grad waivers were approved
- 995 total number of students served
- 3389 individual student contacts
- 129 threat assessments
- 2 Groups, 110 student contacts/sessions
- 5501 case management interventions
- 1368 consultations with staff
- 1397 parent contacts
- 387 school site meetings attended
- 380 referrals to outside agencies

Site social workers will be given the opportunity to work with up to 8 social worker interns. Currently San Pasqual and Orange Glen will have an intern from CSUSM. There are potentially more coming from SDSU and USC. A discussion is underway to better train site staff in dealing with foster and homeless students for the fall semester. With the addition of Social Worker Interns, we will be more able to address needs in a timely manner.

3.2.3.3
The new Cal Safe building is scheduled to be opened in September 2018. One social worker dedicates part of her time supporting students in the Cal-SAFE program. Her services to students include crisis counseling and community referrals.

3.2.4
The District College and Career Fair included 11 different workshops this year (English and Spanish) for both students and families on both college and career focused topics.

College and Career Techs post on their websites a monthly calendar of events/newsletter with both college and career related events described for students/families.

Parent Liaisons have partnered with counterparts in the feeder district to host workshops or trainings that are open to all Escondido families or targeted to "regions" within the district (elementary, middle, and high school), at times co-facilitating.

Parent Liaisons and counselors have presented to middle school parents during their "Learning Lunches" on topics such as MAP, high school registration, high school programs – both core and CTE, etc.

The district partnered with CAL-SOAP staff to provide 4 SAT/ACT Test Prep Saturday workshops for 157 students from all comp sites. GEAR UP staff provided additional 3 days of SAT and one day of ACT test prep workshops at each site for students.

Counseling departments at each high school implemented their "LCAP Counseling Plans", providing up to 40 hrs/counselor of college and career related extra workshops, meetings or events after hours for students/families.

Sites have hosted a multitude of college and career focused events aimed at families and students as recorded by The C & CTs and PLs on the LCAP Metrics chart:
90 events on Academic/School Success with 640 parent participants and 1237 student participants
13 events on Career Readiness with 126 parent participants and 330 student participants
53 events on College Readiness with 657 parent participants and 1427 student participants
89 events on Personal/Social-Emotional Supports with 833 parent participants and 1127 student participants

3.2.5
PSU plans show AVID Leads release time.

AVID Leads meet 5 times/yr as a district SAC group, plus with teams at the two NCCREC full day AVID workshops.

The district sends AVID teams to summer institute each year, along with district and site admin.

The district included AVID on the incoming 9th grade placement student profiles to assist sites in identifying and recruiting students into the program.

3.2.6
District and site leaders work closely with our feeder schools to implement a protocol in which students identified as high risk due to a variety of academic and social-emotional factors are provided with a variety of district and site-based interventions which include the following:
- Academic Tutors
  - ABC Tutors
  - AVID Tutors
  - LCAP Tutors
  - Peer Tutors
- Career and Technical Education Program entrance
- Social Emotional Supports:
  - School Psychologist interventions including threat assessment
  - School Social Worker
    - Case management
    - Crisis Intervention
    - Mental health assessment
  - School Counselor

o Academic and College and Career support
o Conflict mediation

3.2.7 A review of our SARB process shows that support for older students (16yrs+) is waning. The legal system focuses on younger students. In response to this, we will be changing the structure of our SARB # meetings at the Police Station for 18'-19'. We will be adding a site social worker and the district nurse to each meeting.

3.2.8
EHS and OGHS conducted monitoring for ELs and RFEP students shortly after the end of the 6-week grading period.

- SPHS conducted monitoring for their RFEP students only shortly after the 6 week grading period.

- We need to come up with a systematic way to determine what triggers interventions for students and what interventions are provided. Ellevation now offers a Monitoring Criteria Builder, so we can refine for next year.

3.2.9
Sites CRBG plans allocated funds for post-secondary field trips – to both 2 or4 year colleges and CTE/certification programs.

AVID programs fund several college field trips per year for students.

The District College and Career Fair is now hosted at a school site rather than off site. Not only were 11 workshops held this night as described above, but great efforts were made to increase the variety of 2/4 yr colleges from within CA as well as outside of CA who participated. Additionally, more CTE certification programs, businesses and industry specific institutions were included.

Site C & CTs host a multitude of college and career reps on sites to speak to students about their fields. (These events are recorded on their monthly calendar of events and not usually captured on the LCAP Metrics spreadsheet as they occur within the school day.)

They have also hosted resume writing and interview skill workshops, and mini-job fairs to help students obtain employment, as well as assisting with getting more potential internships, job shadowing options etc.

EUHSD partners with Escondido COMPACT on Job Shadow Day: 134 students from all 5 schools participated this Fall in 16 different fields such as Agriculture, Arts, Busines, Law, Public Safety,

| | Health Services, architecture, animal services, etc. | | |

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Targeted Supplemental Services 3.3.1 Provide students increased access to opportunities for in-depth college and career exploration and opportunities to develop college and career ready skills. 3.3.2 Provide support for EL program so that students graduate college and career ready. • Instructional materials to support language acquisition and literacy targets • Professional development to support EL program 3.3.3 Provide additional opportunities to accelerate or recover credits 3.3.4 Provide peer tutor and Saturday Scholar support for EL and SED students 3.3.5 Provide additional support to 9th grade academies	3.3.1 Several CTE grants/funds pay for a variety of student field trips to colleges and or businesses, and to variety of competitions, ie. Skills USA, FFA, Master Chefs, SD County Fair, etc. Naviance training was provided to site reps, plus sites are sending reps to the summer institute in order to better implement all college and career related tools within Naviance. See actions and services also mentioned in 3.2.4 and 3.29 above	1000-$87,078 2000-$44,460 3000-$18,809 4000-$111,000 4000-Title III EL $10,000 4000-Title III IMM $3,000 5000-$46,000 5000-Title III EL $6,000 5000-Title III IMM $2,000 $140,000	3.3.1 1000-1999: Certificated Personnel Salaries Carl D. Perkins Career and Technical Education $1,706
	3.3.3 We have restructured this process to allow school sites to make transfers to VHS as needed. Schools continue to use their LC's to help in the credit recovery process	1000-$87,078 2000-$44,460 3000-$18,809 4000-$111,000 4000-Title III EL $10,000 4000-Title III IMM $3,000 5000-$46,000 5000-Title III EL $6,000 5000-Title III IMM $2,000 Title III $21,000	3.3.1 2000-2999: Classified Personnel Salaries Carl D. Perkins Career and Technical Education $2,210
	3.3.4 Tutoring is available for migrant ed students regularly after school and at lunch through the Migrant Ed program at OG.	1000-$87,078 2000-$44,460 3000-$18,809 4000-$111,000 4000-Title III EL $10,000 4000-Title III IMM $3,000 5000-$46,000 5000-Title III EL $6,000 5000-Title III IMM $2,000 Title I $20,950	3.3.1 3000-3999: Employee Benefits Carl D. Perkins Career and Technical Education $447

	SP is offering Saturday Scholars for ELs.

ELD III at OG still works with AVID peer tutors weekly to practice listening and speaking skills.

3.3.5
PBIS Incentive funds have been approved for each comprehensive school site to acknowledge/reward positive student behaviors. | 1000-$87,078
2000-$44,460
3000-$18,809
4000-$111,000
4000-Title III EL $10,000
4000-Title III IMM $3,000
5000-$46,000
5000-Title III EL $6,000
5000-Title III IMM $2,000
 Title I $67,750 | 3.3.1 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education $71,337 |
| | | 1000-$87,078
2000-$44,460
3000-$18,809
4000-$111,000
4000-Title III EL $10,000
4000-Title III IMM $3,000
5000-$46,000
5000-Title III EL $6,000
5000-Title III IMM $2,000
 Title I $61,764 | 3.3.1 5000-5999: Services And Other Operating Expenditures Carl D. Perkins Career and Technical Education $38,985 |
			Carl Perkins Expenditures for Goal 3 6000-6999: Capital Outlay Carl D. Perkins Career and Technical Education $39,249
			3.3.1 to 3.3.2 4000-4999: Books And Supplies Title III $2891
			3.3.1 to 3.3.2 5000-5999: Services And Other Operating Expenditures Title III $1,647
			3.3.1 to 3.3.5 1000-1999: Certificated Personnel Salaries Title I $92,690
			3.3.1 to 3.3.5 3000-3999: Employee Benefits Title I $35,674
			3.3.1 to 3.3.5 4000-4999: Books And Supplies Title I $21,183

			3.3.1 to 3.3.5 5000-5999: Services And Other Operating Expenditures Title I $11,053

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services for Goal 3 were generally implemented as planned. This year tutors were used more often than last year. The peer tutoring program at DLA continued and proved to meet an important need. An increased use of data was used to inform decisions regarding academic, attendance, and behavior supports. Our academic deans, supported by DSC staff, engaged in cross-school collaboration to share successes and best practices. One of our academic deans became an assistant principal at OGHS so that position was left open this year. Students were provided with a variety of opportunities to recover and accelerate learning, both before and after school and during summer school session. Services for Foster and Homeless students, including counseling and referrals and resources with community agencies were provided. Monitoring systems and processes for supporting English Learner progress were supported by DSC and BAT personnel with additional features planned for upcoming school year. As well, there was improved communication of monthly events for students & parents via College & Career Center Newsletters and an increase in the number of college & career, academic/school success and personal-social/emotional workshops for parents.

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

Though sites have more support staff in place (deans, counselors, college & career techs, school social workers, bilingual psychologists, tutors, and parent liaisons) and have developed initial Site Intervention Plans, communication of all services available to students and parents needs to improve so that all staff understand personnel and programmatic options. An analysis of intervention supports, facilitated by Hatching Results, revealed that there was an overlap of services for a targeted group of students. Plans are underway to streamline and strategize the services so more students are reached. We need to continue to define and clarify role of deans and related responsibilities.
Many students are being referred for supports, but clear responsibilities for follow up with students may be spotty.
Overall, parents and students have significantly more access to counselors and support staff during the school day as well as after hours than last year. However, the feedback from our Student Forums and parent stakeholder meetings reveal that parents and students desire more college and career readiness supports. A strategic analysis of our processes and systems is planned for the fall so our students and families feel the impact of all the supports provided.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The discrepancy between budgeted and estimated actual expenditures are due to the following:
Saturday School and Counseling Services did not expend the full budget allocated. The academic dean at OGHS was hired as the assistant principal and the position was open for the majority of the year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Analysis of Dashboard Indicators for College and Career Readiness, Suspension Rate and Chronic Absenteeism Rate related to Goal 3 indicates that additional focus and specificity for the academic dean and support staff (Goal 3 p.109) needs to occur in support of academic, career and personal development services to students in pursuit of college and career ready goals. Reducing suspension rates and absenteeism continues to be a focus and meeting the needs of students in grade 9 is a key focus within the EUHSD LCAP. Recruitment of social worker interns will provide more intentional and strategic services so support services can have an impact on a greater number of students.

Change
Site-based discretionary funds will be allocated to support students.
We have changed our Goal 3 Expected Annual Measurable Outcomes to better align with California's new accountability system.
These changes include:
- Remove Increase for the number of opportunities outside of the school day for students and parents to receive college and career information. This is important for internal measures.
- Remove Increase the number and types of services provided by staff focusing on social-emotional needs of students. This is important for internal measures.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Engaged Parents
Promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase number and type of opportunities parents have to participate in the education of all students (including unduplicated pupils and pupils with exceptional needs) by 3% **17-18** Increase from baseline by 3% **Baseline** 130 events on college and career readiness were organized and facilitated by the parent liaisons • 55 events on college and career topics attended by 1254 parents • 75 events on academic and school success topics attended by 2983 parents 66 events on social/emotional topics were organized and facilitated by the parent liaisons and attended by 1512 parents	Data represents events offered during and after the school day. Event counts are representing all five schools and were facilitated and supported by counselors and/or college and career techs, parent liaisons and social workers: 90 events on Academic/School Success with 640 parent participants and 1237 student participants 13 events on Career Readiness with 126 parent participants and 330 student participants 53 events on College Readiness with 657 parent participants and 1427 student participants 89 events on Personal/Social-Emotional Supports with 833 parent participants and 1127 student participants

	Expected	Actual

Expected	Actual
Metric/Indicator Increase the number of parents participating in LCAP input and feedback opportunities by 5% **17-18** Increase from baseline by 5% **Baseline** Increased from 9.5% to 23% in parent responses to Stakeholder Survey	Increased from baseline 9.5% to 24% in parent responses to LCAP Stakeholder Survey.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 Base Services 4.1.1 Meet with the LCAP Parent Advisory Committees at key times throughout the year to: 4.1.1.1 Share information regarding interim metrics and the progress on LCAP actions and services. 4.1.1.2 Gather feedback and input regarding goals, actions and services. 4.1.1.3 Review final LCAP working document prior to Public Hearing.	District LCAP Parent Advisory Committee in English and Spanish (DELAC) met four times this year: Oct 17th- *To build stakeholder capacity around LCFF/LCAP & goals in 17-18 LCAP *To engage stakeholders with the feedback plan & process for LCAP development Feb 20th- *To review and share annual update around metrics and progress monitoring April 18th- *To review Survey and site feedback *To gather feedback for 18-19 LCAP May 22nd- *To share 18-19	4.1.1 4000-$5,000 Base $5,000	4.1.1 4000-4999: Books And Supplies Base $2,500

LCAP Draft with budgeted actions
and any revisions

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Increased and/or Improved Supplemental Services 4.2.1 Coordinate work of counseling staff, social workers and parent liaison to implement site-specific family engagement plans. 4.2.1.1 Include establishing opportunities for parents/guardians to navigate school and support their child's success in high school and beyond. 4.2.1.2 Include options for increasing communication and use of social media. 4.2.1.3 Translate more materials and resources for Spanish speaking families. 4.2.1.4 Include establishing opportunities for immigrant parents/guardians to navigate school and support their child's success in high school and beyond.	4.2.1. One half day of Trish Hatch professional development included social workers, college & career techs, site admin, school psychs and Ed Services staff with all district counselors in an attempt to better stream-line and coordinate actions and services amongst these key staff and clarify roles and responsibilities with respect to who provides services to identified students/families. Schools identified a need to further clarify their protocols for referrals and responses, plus a reduction of the duplicative services some students/families may be receiving. 4.2.1.1/4.2.1.4 Ed Services staff met with parent liaisons 5 times this year Additionally, the high school parent liaisons have been conducting joint meetings with EUSD parent liaisons in order to coordinate events and reduce conflicts for those families with students in both districts. Each PL met with site admin and/or counseling teams to review feedback/needs assessments from	4.2.1 2000-$270,000 3000-$90,000 4000-$1,500 5000-$11,000 Supplemental and Concentration $382,500	4.2.1 2000-2999: Classified Personnel Salaries Supplemental and Concentration $123,943 4.2.1 3000-3999: Employee Benefits Supplemental and Concentration $78,423 4.2.1 4000-4999: Books And Supplies Supplemental and Concentration $5,432 4.2.1 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,314

families and staff in order to identify and design parent education workshop series or programs that are responsive to those needs/requests. Parent/Family orientation night was held to launch the EL Summer Language Academy.

EUHSD has expanded communications efforts in order to more effectively recruit, retain and inform all stakeholders including students, parents, families and community members. The District, along with Escondido, Orange Glen, San Pasqual, Del Lago and Valley High Schools have an active presence on Facebook and Twitter. In addition, Escondido Adult School and EUHSD Educational Services have launched social media accounts during 2017-2018. The number of followers on Facebook and Twitter, as well as the volume of posts, has significantly increased this past year with spikes occurring at the beginning of the school year and at times of emergency communications. A concentrated effort has been made to utilize video to a greater capacity, include more visuals and purchase a minimal number of ads, driving new users to EUHSD.

Ed Services and site admin worked together to make clear the purpose of English Learner Advisory Committee (ELAC) and to

encourage parent participation across all the sites. After our FPM review, we have refined the district protocols to ensure that parents have optimal opportunities to participate in ELAC and DELAC.

4.2.1.2 There has been a concerted effort on the part of district and site staff to

4.2.1.3 The district posted the position for district translator in late spring and we are in the process of hiring.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3. Targeted Supplemental Services 4.3.1. Provide resources and professional learning to support parent involvement and education	Title I and III funds were used to send district staff to various conferences and workshops to increase parent involvement and education.	Title I 4000-$21,757 Title III IMM 4000-$500 Title I 5000-$7,000 Title III IMM 5000-$1,000 Title I $28,757	4.3.1 4000-4999: Books And Supplies Title I $101
		Title I 4000-$21,757 Title III IMM 4000-$500 Title I 5000-$7,000 Title III IMM 5000-$1,000 Title III $1,500	4.3.1 5000-5999: Services And Other Operating Expenditures Title I $2,511

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services for Goal 4 were successfully implemented where the parent liaison was in place at the sites. One of our schools has had an open position for a good part of the year. Site administrators, social worker and counseling staff assumed the duties and responsibilities related to parent education workshops for the school. Many parent education events took place at all of our sites. Additionally, parent response on the LCAP Stakeholder Survey increased.

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

Our parent liaisons have established strong working relationships with families and are an important asset to our educational community. Parents appreciate and value their support and are an integral part of developing parent engagement at each site. Parent liaisons have also articulated with our feeder elementary district counterparts to plan and organize events open to all families.

Parents have reported through our stakeholder engagement process that the college and career readiness workshops and parent education series implemented at one of the sites have been excellent. However, parent liaisons continue to identify lack of ability to fund meals for families to attract them to evening events as a major barrier to increasing parent participation. We have increased their allocation to accommodate the need.

There were modest increases to parent participation with the LCAP Survey this year through the concerted efforts of the parent liaisons along with use of social media links.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The discrepancy between budgeted and actual amounts are due to the fact that we did not hire a district translator and used an outside agency for our translation needs. We also did not hire a parent liaison until mid year so our full budget was not expended.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Analysis

An analysis of Goal 4 stakeholder feedback results indicate parents value the parent liaisons. Parent centers and parent liaison services provide connections between student, school, home and community. Additional funding will be allocated for professional learning for staff to continue the partnership between school and home. Survey results also indicate that parents value college and career readiness as a top priority. Parents desire additional opportunities for counseling and guidance services and the district will streamline and monitor support services so all parents are engaged in their student's academic progress and campus life

Change

Parent Vue mobile application features will be activated so there is real-time communication between parent and home through our existing parent communication platforms. Additionally, site-based discretionary funds will be allocated to support parent engagement. We have changed our Goal 4 Expected Annual Measurable Outcomes to better align with California's new accountability system. These changes include:

- Remove increase number and type of opportunities parents have to participate in the education of all students metric. The manner in which we monitor this will continue however, parent engagement metric is now included in CA School Dashboard local indicator report from survey data and will be reported accordingly.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Safe and Respectful Environments
Foster respectful, collaborative, safe and secure environments that support teaching and learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Decrease the expulsion rate as determined by CDE by 0.05% **17-18** Decrease from baseline by 0.05% **Baseline** All-0.50%	Expulsion rate as determined by CDE for 16-17: All- 0.35% 17-18 Interim data was not available for this metric.
Metric/Indicator Decrease the percent of expulsions by 0.05% **17-18** Decrease from baseline by 0.05%	Expulsion counts for 17-18 as of April 30th. *Count All- 24 Asian- 0 Black- 0 Filipino- 0 Hispanic- 23 White- 1 ELL- 6

Expected	Actual

Baseline
All-0.61% (49 students)
Hispanic-0.63%
White-0.64%
Black-0.53%
Asian-0.00%

Filipino-0.58%
EL-1.78%
RFEP-0.34%
SWD-2.32%
SED-0.41%

RFEP- 10
Spec Ed- 6
SED- 20
Foster Youth- 0
Homeless- 0

Metric/Indicator
Decrease the suspension rate as reported on the California School Dashboard

17-18
Decrease from baseline by 1%

Suspension Indicator on Fall 2017 CA School Dashboard:

All-4.2%; -1.5% (GREEN)
Hispanic-4.6%; -1.5% (GREEN)
White-2.5%; -2.8% (GREEN)
Black-11.6%; +3.5% (RED)
Asian-1.4%; -0.9% (BLUE)

Filipino-1.8%; -0.5% (GREEN)
EL-9.2%; -2.3% (ORANGE)
SWD-10.1%; -2.8% (ORANGE)
SED-4.9%; -1.4% (GREEN)
Two or More Races-1.9%; +1.9%(YELLOW)

Expected	Actual

Baseline
Status and Change data from 2014-15

All-6.4%; 0.4%
(ORANGE)
Hispanic-7.1%; 0.5%
White-
4.7%; -0.2%
Black-
12.4%; 1.5%
(RED)
Asian-
2.9%; -0.9%

Filipino-
1.2%; -1.2%
EL
14.0%; 7.9%
(RED)
SWD-
15.2%; 0.3%
(RED)
SED-
7.4%; -0.7%
Two or More Races-
17.7%;6.5%
(RED)

Metric/Indicator
Decrease the percent of suspension incidences (duplicated) by 1%

17-18
Decrease from baseline by 1%

Number of suspension incidents as of

*Count
All- 381 (duplicated)
Asian- 2
Black- 6
Filipino- 8
Hispanic- 313
White- 42
ELL- 122
RFEP- 132
Spec Ed- 127
SED- 329

Expected	Actual

	Foster Youth- 3
Baseline	Homeless- 7
All-9.9% (792 incidents)	
Hispanic-10.9%	At the time of the LCAP being approved, the complete, certified data set was
White-8.0%	not available.
Black-15.9%	
Asian-2.9%	
Filipino-1.2%	
EL-25.3%	
RFEP-6.2%	
SWD-32.7%	
SED-10.9%	

Metric/Indicator	167 students have completed the program as of May 4th. There is a 9%
Reduce the percent of second offenses for substance abuse for students	second offence rate.
participating in PAD program by 1%.	
17-18	
Decrease from baseline by 1%	
Baseline	
7 out 81 PAD program completers had second offences	
8.6%	

Metric/Indicator	137 students have completed the program as of May 4th.
Reduce the percent of second offenses for bullying for students participating	
in bullying program by 3%.	
17-18	
Decrease from baseline by 1%	
Baseline	
5 out 8 SOS program completers had second offences 5.8%	

Metric/Indicator	Healthy Kids Survey was administered in the spring instead of the fall and
Increase the percent of students responding positively regarding school	results are not yet available.
climate questions on the Healthy Kids Survey in the year it is given.	
(Score range 100 to 500)	
17-18	
Increase from baseline by 5 points	

Expected	Actual
Baseline 2016-17 Survey District School Climate Index- 392 Overall Supports and Engagement- 327 Overall Low Violence and Substance Use- 435	
Metric/Indicator Increase the number of indicators in "good" repair as measured by the Facility Inspection Tool. **17-18** Increase from baseline to 8 Good **Baseline** EHS- 7 Good; 1 Fair to 8 Good OGHS-7 Good; 1 Fair to 7 Good; 1 Fair SPHS-7 Good; 1 Fair to 8 Good VHS-6 Good; 2 Fair to 8 Good DLA-6 Good; 2 Fair to 7 Good; 1 Fair Overall rating for all the District sites is "Good"	EHS- 7 Good; 1 Fair to 8 Good OGHS-7 Good; 1 Fair to 7 Good; 1 Fair SPHS-7 Good; 1 Fair to 8 Good VHS-6 Good; 2 Fair to 8 Good DLA-6 Good; 2 Fair to 7 Good; 1 Fair Overall rating for all the District sites is "Good"

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.1 Base Services Included in Base Services described in 1.1.5 and 2.1.1.	5.1 Actions and services were provided and described in 1.1.5 and 2.1.1.	Included in 1.1.5 and 2.1.1	Included in 1.1.5 and 2.1.1

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.2 Increased and/or Improved Supplemental Services 5.2.1 With an intentional focus on high-risk students, implement evidence based programs to foster respectful, safe and secure learning environments. Examples include: 5.2.1.1 Prevention and Diversion (PAD) drug/alcohol education program 5.2.1.2 Safety Outreach for Students (SOS) bullying/fighting intervention program 5.2.1.3 Escondido Police Diversion Program 5.2.2 Provide resources, programs and services that support a learning culture and climate which is collaborative, respectful, safe and secure. 5.2.2.1 Maintain increased campus supervision. 5.2.2.2 Carry out the plan for implementing PBIS and Restorative Practices implementation 5.2.2.3 Provide equipment, resources and training for campus safety.	Evidence based programs to foster respectful, safe and secure learning environments included: 5.2.1.1.-167 students completed the Drug/Alcohol Education Prevention & Diversion (PAD) 5.2.1.2- 137 students were referred to the Bullying/Fighting Intervention Program Safety Outreach for Students (SOS) 5.2.1.3- Student participation: 25? Diversion Program xx Family Intervention Team xx Cannabis Abuse Program (CAP) Resources, programs and services were provided to support a learning culture and climate which is collaborative, respectful, safe and secure. 5.2.2.1 The level of campus supervision was maintained on each campus through additional campus security. 5.2.2.2. PBIS meetings continue, and individual school sites have a different implementation timeline. In the coming year, a task force will be established to ensure that there is a cohesive, efficient system in place to respond to the needs of students. This MTSS approach will be examined to ensure that each person, at each site, is aware of the interconnectedness of student	5.2.1 to 5.2.2 1000-$300,257 2000-$122,495 3000-$94,242 4000$$65,000 50000-$45,000 Supplemental and Concentration $626,995	5.2.1-5.2.2 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $262,682 5.2.1-5.2.2 2000-2999: Classified Personnel Salaries Supplemental and Concentration $136,262 5.2.1-5.2.2 3000-3999: Employee Benefits Supplemental and Concentration $140,091 5.2.1-5.2.2 4000-4999: Books And Supplies Supplemental and Concentration $18,815 5.2.1-5.2.2 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $52,672

support. The goal is to be more efficient, thus allowing us to reach more needy students than ever before. Needs have been supported through the incentive program, or otherwise. Positive behaviors, as well as academic improvement are recognized in a variety of ways depending upon which campus a student attends. PBIS release periods were implemented at four of the sites to support the PBIS initiative.

5.2.2.3 In addition to the monthly meetings where safety is discussed, each school site received a safety walk to assess the needs of the campus. Security staff are now required to be trained in accordance with SB1626, and additional training has been discussed to better prepare them to deal with issues that might occur during the day, or at athletic events.
First aid duffel bags and supplies were purchased for each site.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.3 Targeted Supplemental Services 5.3.1 Carry out the plan for implementing PBIS and Restorative Practices implementation. 5.3.2 Implement Responsibility Training Program to support	5.3.1 PBIS and Restorative Practices implementation continued district-wide at all five sites. Staff attended planning meetings, conferences and workshops to meaningfully implement strategies within the school context.	1000-$87,990 3000-$16,760 Title I $104,750	C 1000-1999: Certificated Personnel Salaries Title I $106,546
			5.2.1-5.2.2 3000-3999: Employee Benefits Title I $43,188

| identified students with academic, attendance and behavioral challenges. | 5.3.2 EHS renamed this second year pilot to RESET and continued to support students with tools to overcome academic, attendance and behavioral challenges. | | 5.2.1-5.2.2 4000-4999: Books And Supplies Title I $383 |
| | | | 5.2.1-5.2.2 5000-5999: Services And Other Operating Expenditures Title I 4,437 |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services associated with Goal 5 were implemented as planned in most cases. The PBIS and/or Restorative Practices program was implemented at varying degrees at all sites. The PAD and SOS program ran for the entire year.

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

The overall effectiveness of PBIS varied at each site due to differing implementation timelines and factors specific to each school site. Approximately 55% of respondents on our LCAP Survey felt PBIS was being implemented effectively. Plans are underway to calibrate PBIS supports so key leads are equipped to implement with similar district-wide elements. Additional training needs to be provided for staff. Stakeholder survey results indicate that 52% of respondents feel PBIS is being implemented effectively. Plans are underway to calibrate program elements so district can establish a base program with differentiated supports.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The funds allocated for this Goal needs to be thoughtfully redistributed to account for true cost of running the PBIS program. Analysis of PBIS incentives and materials/supplies for 17-18 will inform what needs to be redistributed.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes
Site-based discretionary funds will be allocated to support safe and respectful environments.

We have changed our Goal 5 Expected Annual Measurable Outcomes to better align with California's new accountability system. The changes include:

- Change to Increase the percent of students responding positively regarding school climate questions on the Healthy Kids Survey by 2%
- Change to Maintain at 100% the number of facilities in "good" repair as measured by the Facility Inspection Tool.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

Escondido Union High School District provides for a collaborative stakeholder engagement process as part of developing an impactful and meaningful Local Control Accountability Plan for our community of learners. As part of our process, stakeholders engage in a LCFF Overview/LCAP development , provide feedback on LCAP survey items, analyze data/interim metrics and LCAP survey findings, discuss research-based best practices and engage in meaningful discussions surrounding our identified needs. Stakeholder priorities, in response to the data story and community feedback for the LCAP, are collected and considered in order to ensure all services are in proper alignment with our district goals and based on available funds and identified needs. Unique to the 17-18 school year, our two student board members facilitated Student Forums at each site that included targeted LCAP student groups, which provided important feedback.

District Stakeholder Engagement
- LCAP Survey:
  The LCAP Survey was distributed to all staff (certificated, classified, management, administrators including principals), students, parents/guardians and the EUHSD community from January 8, 2018 to February 28, 2018. EUHSD partnered with Hanover Research to help develop the priorities survey and provide key findings which were reviewed with each stakeholder group. The survey targeted the district's five goals around academic achievement, effective instruction and leadership, support for students, parent engagement and school safety. Survey links were posted on district and school websites and distributed through social media accounts (Twitter and facebook).

- Parent Stakeholders
  The Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) met on:
    - October 17, 2018
    - February 20, 2018
    - April 18, 2018
    - May 22, 2018

- SDCOE Foster Youth Stakeholder Meeting- March 5, 2018

- EUHSD Management Leadership Teams/Needs Assessment Evaluation- March 5, 2018 and April 23, 2018

- Bargaining Unit Stakeholder Engagement
  - Escondido Secondary Teachers Association (ESTA) – February 20, 2018 and April 16, 2018
  - California School Employees Association (CSEA) Chapter 219- March 1, 2018 and April 30, 2018

School Stakeholder Engagement

- School Parent Meetings in English and Spanish including English Learner Advisory Committee:
  - DLA-February 22, 2018 English/February 28, 2018 Spanish
  - EHS- February 8, 2018/February 27, 2018
  - OGHS-February 8, 2018/April 24, 2018
  - SPHS- February 21, 2018/March 20, 2018/May 15, 2018
  - VHS-December 14, 2018/February 13, 2018

- Student Forum meetings:
  - DLA- February 7, 2018
  - EHS- February 15, 2018
  - GHS- February 12, 2018
  - SPHS- April 16, 2018
  - VHS- February 14, 2018

- School Staff Meetings
  - DLA- February 5, 2018
  - EHS- February 27, 2018
  - OGHS- February 14, 2018
  - SPHS- February 7, 2018
  - VHS- February 14, 2018

- School Site Council Meetings:
  - DLA- March 21, 2018/April 11, 2018
  - EHS- October 11, 2017
  - OGHS- Nov 30, 2018/ March 22, 2018/April 19, 2018/May 24, 2018
  - SPHS- April 17, 2018
  - VHS- February 21, 2018/April 18, 2018/May 16, 2018

Board of Trustees
- Board Workshop occurred in February 2018 and May 8, 2018. Board members engaged in deeper discussion opportunities around fiscal updates, LCAP survey findings, stakeholder feedback and proposed changes for the 18-19 LCAP.
- Board Update (May 25, 2018)- Local Control Accountability Plan (LCAP) DRAFT was provided to Board of Trustees for review and feedback.
- Board Meeting (June 12, 2018)- Board of Trustees provided with final LCAP and presentation on district progress and actions/services. Public Hearing for responses to LCAP DRAFT from stakeholders.

Impact on LCAP and Annual Update

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

Stakeholder groups continued to provide important ongoing dialogue and feedback to inform the actions and services in the plan. The Parent Advisory Committee helped shape this year's LCAP survey which asked respondents to prioritize areas of importance under each of our five goals. The key findings revealed that our educational community supports and values the college and career readiness efforts that the district has prioritized. Respondents also value effective two way communication between school and parents to support academic and behavior updates. These consultations provided us information to help decide which actions and services should continue, which should be fine-tuned and what might be added if funding allows. As this next year is to be the final year to receive additional supplemental/concentration dollars before being fully funded, we needed a way to prioritize the actions and services to meet our identified needs. The District approached the use of stakeholder feedback and input by synthesizing the information gathered from the stakeholder meetings, the survey, and metric data analysis. All the general actions and services from 2017-18 will continue in to 2018-19, however the information gathered in the stakeholder engagement process influenced the LCAP in the following ways:

- Multi Tiered Systems of Support intervention plan to support student success, targeting 9th grade and underachieving student groups (Goal 3.2.6, p.).
- Support for English Learners to be successful in core academic classes (Goal 1.2.2, p. .).
- Opportunities for students and parents to access college and career information (Goal 3.2.4, p.).
- Continue to provide two professional development days for staff (Goal I.2.2, p.).

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Academic Achievement
Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

As part of our ongoing evaluation of instructional programs and progress towards meeting our goals, we examined longitudinal achievement data from a variety of sources. The analysis shows that not all students are achieving at the levels necessary to be college and career ready upon graduation. We need to increase the rate at which 9th grade students pass ELA and math. A performance gap remains among our significant student populations. Our EL students are not meeting annual benchmarks. Additionally, an increase in the number of newcomer English Learners with interrupted educations requires additional services. Data examined included:
- Enrollment data
- Annual Measurable Achievement Objective (AMAO) data
- English Learner Re-designation rates
- 9th grade course pass rates in ELA and Math
- UC a-g completion rates
- CAASPP ELA and math results
- Early Assessment Program (EAP) qualification rates

- Advanced Placement (AP) course grades and exam pass rates
- Career and Technical Education (CTE) enrollment
- Course grades by semester

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the English Learner Progress Indicator graduation rate by 3% as reported on the California School Dashboard	Status and Change data from 2014-15 71.2%; 2.5% **GREEN**	Increase from baseline by 3 %	Increase from baseline by 2 % Change to: Increase the EL graduation rate by 2% as reported on the CA School Dashboard	Increase from baseline by 3 %
Meet established AMAO targets • AMAO I-Percent of ELs making annual progress learning English • AMAO 2-percent of ELs attaining English language proficiency	AMAO1-49.2% AMAO2a-11.2% AMAO2b-42.5%	Increase from baseline by 3% The AMAO requirement is no longer in place.	Increase from 2017-18 by 3% Change to: Since there will be no "color" on the CA School Dashboard, establish a transition metric to measure EL progress.	Increase from 2018-19 by 3% Change to: Establish baseline on the ELPAC
Increase the EL re-designation rate by 2%	16.4%	Increase from baseline by 2%	Increase from 2017-18 by 2%	Increase from 2018-19 by 2%
Increase by 2% the percent of 9th grade	ELA All-71.9%	Increase from the baseline by 2%	Increase from 2017-18 by 2%	Increase from 2018-19 by 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
students earning a "C" or better in College/Career Ready ELA and Math classes	Asian-88.6% Black-74.8% Filipino-87.5% Hispanic-67.2% White-85.6% ELL-46.6% RFEP-73.3% Spec Ed-72.2% SED-66.5% Foster Youth-90.0% Homeless-40.4% MATH All-61.3% Asian-93.2% Black-45.8% Filipino-80.8% Hispanic-54.0% White-83.8% ELL-30.6% RFEP-60.8% Spec Ed-60.7% SED-53.4% Foster Youth-80.0% Homeless-32.0%			
Increase the percent of 11th grade students that meet or exceed standards as established for CAASPP by 2%	ELA All-59.9% Asian-88.7% Black-57.5% Hispanic-54.6% White-71.0% ELL-6.6% RFEP-66.0% Spec Ed-16.3%	Increase from the baseline by 2%	Increase from 2017-18 by 2% Change to: Increase the percent of 11th grade students that meet or exceed standards as	Increase from 2018-19 by 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	SED-54.9% Homeless-30.4% MATH All-26.0% Asian-66.0% Black-32.5% Hispanic-18.2% White-43.4% ELL-0% RFEP-24.1% Spec Ed-5.0% SED-20.0% Homeless-4.3%		established for CAASPP by 1%; 2% to close the achievement gaps	
Increase the percent of 11th grade students that meet the EAP requirements for "Ready" and "Conditionally Ready" determined by CAASPP results by 2%	ELA All-22.6% Asian-60.4% Black-35.0% Hispanic-15.5% White-37.2% ELL-0% RFEP-19.3% Spec Ed-2.5% SED-17.4% Homeless-8.7% MATH All-8.4% Asian-37.7% Black-10.0% Hispanic-4.5% White-15.4% ELL-0% RFEP-6.8%	Increase from the baseline by 2%	Increase from 2017-18 by 2% Change to: Increase the percent of 11th grade students that meet the EAP requirement of 'Ready" as determined by CAASPP results by 1% and by 2% to close the achievement gaps.	Increase from 2018-19 by 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Spec Ed-1.3% SED-5.4% Homeless-4.3%			
Increase the percent of 12th grade students completing English Rhetoric and Writing Course (ERWC) with a C or better by 2%	All-76.8% Hispanic-76.2% White-77.4% Black-76.2% Asian-82.6% Filipino-97.2% EL-61.5% RFEP-77.3% SWD-77.4% SED-76.2% Foster-66.7%	Increase from the baseline by 2%	Increase from 2017-18 by 2% Remove this metric as it is already included in a-g completion metric.	Increase from 2018-19 by 2%
Increase the percent of students scoring 3 or higher on an Advanced Placement (AP) exam by 2%	All-55.8% Asian-57.2% Black-62.0% Filipino-41.3% Hispanic-51.0% White-64.3% ELL-84.0% RFEP-49.3% Spec Ed-44.4% SED-51.0% Foster Youth-90.0%	Increase from the baseline by 2%	Increase from 2017-18 by 2% Change to: Increase by 1% students scoring 3 or higher on an AP exam; 2% to close the achievement gaps	Increase from 2018-19 by 2%
Increase the percent of students enrolled in AP courses by 2%	All-8.3% Asian-20.7% Black-6.6% Filipino-14.3% Hispanic-5.7% White-15.1%	Increase from the baseline by 2%	Increase from 2017-18 by 2% Change to: Increase the percent of students enrolled in AP	Increase from 2018-19 by 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	ELL-0.6% RFEP-7.0% Spec Ed-0.4% SED-6.1% Foster Youth-0% Homeless-2.7%		courses by 1%; 2% to close access gaps	
Increase the AP Index by 2%	All-53.9%	Increase from the baseline by 2%	Increase from the baseline by 2% Remove this metric due to 10th graders participating in AP in larger numbers	Increase from the baseline by 2%
Increase the percent of students meeting the UC a-g requirements by 2%	All-39.5% Asian-71.4% Black-46.2% Filipino-53.8% Hispanic-32.5% White-53.0% ELL-0% RFEP-37.0% Spec Ed-4.3% SED-32.6% Homeless-15.0%	Increase from the baseline by 2%	Increase from 2017-18 by 2% Change to: Increase from 2017-18 the percent of students meeting the UC a-g requirements by 1%; 2% to close the achievement gaps	Increase from 2018-19 by 2%
Increase the percent of students qualifying for the Seal of Biliteracy by 2%	All-15.7% Asian-11.4% Black-2.8% Filipino-2.6% Hispanic-21.1% White-6.0%	Increase from the baseline by 2%	Increase from 2017-18 by 2%	Increase from 2018-19 by 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	ELL-1.8% RFEP-23.2% Spec Ed-0.9% SED-19.3% Homeless-16.7%			
Increase the percent of students qualifying as CTE completers by 2%	All-3.6% Asian-1.6% Black-3.8% Filipino-3.4% Hispanic-3.7% White-3.3% ELL-2.5% RFEP-4.0% Spec Ed-4.2% SED-4.0%	Increase from the baseline by 2%	Increase from 2017-18 by 2%	Increase from 2018-19 by 2%
Increase the percent of courses that are aligned to state standards, focusing on ELA, ELD, math and NGSS.	Establish the baseline for the percent of courses aligned to state standards in ELA, ELD, math and science by using classroom walk data.	Increase from the baseline by 5%.	Increase from the baseline by at 5% Change to: Maintain or increase by 5% the level of standards implementation as reported on the CA School Dashboard Local Indicator	100% of courses are state standards aligned
Maintain 100% sufficiency of standards–aligned instructional materials	100%	100%	100%	100%

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 Base Services 1.1.1 Provide all students rigorous, standards-aligned courses designed to prepare students to graduate college and career ready by revising and developing curriculum, instructional units, instructional tasks, lessons, CTE pathways, as well as formative and summative assessments aligned with state adopted content standards, and assessments.	1.1 Base Services 1.1.1 Provide all students rigorous, standards-aligned courses designed to prepare students to graduate college and career ready by revising and developing curriculum, instructional units, instructional tasks, lessons, CTE pathways, as well as formative and summative assessments aligned with state adopted content standards, and assessments.	1.1.1 Continue with emphasis on NGSS and History/ Social Science. 1.1.2 Monitor Future Ready Schools Plan to determine if any modifications are needed. 1.1.3 Continue our work on grading practices. 1.1.4 and 1.1.5 Continue to provide instructional materials, supplies, other resources and operational services.

1.1.1.1. Include special education teachers in the curriculum revision and unit development process
1.1.2 Incorporate the use of appropriate technology so that students have the necessary skills to graduate college and career ready.
1.1.3 Continue plans to ensure fair, equitable and consistent grading practices.
1.1.4 Provide core and supplementary standards-aligned instructional materials to support implementation of course revisions.
1.1.5 Provide materials, supplies, other resources and operational services to support all curricular and co-curricular programs.

1.1.1.1. Include special education teachers in the curriculum revision and unit development process
1.1.2 Incorporate the use of appropriate technology so that students have the necessary skills to graduate college and career ready.
1.1.3 Continue plans to ensure fair, equitable and consistent grading practices.
1.1.4 Provide core and supplementary standards-aligned instructional materials to support implementation of course revisions.
1.1.5 Provide materials, supplies, other resources and operational services to support all curricular and co-curricular programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$42,000	$44,000	$46,500
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries 1.1.1	1000-1999: Certificated Personnel Salaries
Amount	$8,000	$9,000	$9,500
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits 1.1.1	3000-3999: Employee Benefits

Amount	$200,000	$200,000	$200,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies 1.1.2	4000-4999: Books And Supplies
Amount	$100,000	$100,000	$100,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures 1.1.2	5000-5999: Services And Other Operating Expenditures
Amount	$500,000	$535,000	4,300,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies 1.1.4	4000-4999: Books And Supplies
Amount	$4,000,000	$4,150,000	9,300,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures
Amount	$9,000,000	$8,159,715	
Source	Base	Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures 1.1.5	

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

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

All Schools
Specific Schools: 1.2.2.1– EHS, OGHS, SPHS; 1.2.2.2 – EHS, OGHS, SPHS, DLA;_1.2.2.3-EHS, OGHS, SPHS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.2. Increased and/or Improved Supplemental Services 1.2.1 Provide resources and support for the appropriate use of technology so that students have the necessary skills to graduate college and career ready. 1.2.2 Provide English Learners additional support in order to be successful in rigorous academic content in core classes. 1.2.2.1 Based on number of enrolled students, offer separate ELD I, math and elective classes for SIFE and traditional newcomer students. 1.2.2.2 Use bilingual instructional aides to support EL students in content classes. 1.2.2.3 Provide collaborative or reduced class size in sheltered classes to clusters of EL students. 1.2.3 Inform best practices by analyzing data from metrics, assessments and other sources, including research.	1.2. Increased and/or Improved Supplemental Services 1.2.1 Provide resources and support for the appropriate use of technology so that students have the necessary skills to graduate college and career ready. 1.2.2 Provide English Learners additional support in order to be successful in rigorous academic content in core classes. 1.2.2.1 Based on number of enrolled students, offer separate ELD I, math and elective classes for SIFE and traditional newcomer students. 1.2.2.2 Use bilingual instructional aides to support EL students in content classes. 1.2.2.3 Provide collaborative or reduced class size in sheltered classes to clusters of EL students. 1.2.3 Inform best practices by analyzing data from metrics, assessments and other sources, including research.	1.2.1 Monitor Future Ready Schools Plan to determine if any modifications are needed. 1.2.2 Monitor implementation of SIFE program 1.2.3 Continue to use data to inform practices. 1.2.4 Monitor CTE programs to determine if any modifications are needed. 1.2.5 Continue to provide Program Specialists to support Special Education programs 1.2.6 Monitor Site Discretionary Funds to determine if any modifications are needed

1.2.3.1 Contract with Hanover research to evaluate district developed LCAP metrics to help ensure they measure program effectiveness.	1.2.3.1 Contract with EAB to evaluate district developed LCAP metrics to help ensure they measure program effectiveness. 1.2.4 Career Technical Education Pathways/Curriculum Alignment 1.2.5 Site Discretionary Funds to support academic achievement	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$865,000	$970,257	$990,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1.2.1 to 1.2.3	1000-1999: Certificated Personnel Salaries 1.2.1 to 1.2.5	1000-1999: Certificated Personnel Salaries 1.2.1 to 1.2.3
Amount	$618,000	$758,179	$685,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries 1.2.1 to 1.2.6	2000-2999: Classified Personnel Salaries
Amount	$380,000	$669,442	$458,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits 1.2.1 to 1.2.6	3000-3999: Employee Benefits

Amount	$93,000	$311,616	$107,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies 1.2.1 to 1.2.6	5000-5999: Services And Other Operating Expenditures
Amount		$214,191	
Source		Supplemental and Concentration	
Budget Reference		5000-5999: Services And Other Operating Expenditures 1.2.1 to 1.2.6	
Amount		$29,269	
Source		Supplemental and Concentration	
Budget Reference		7000-7439: Other Outgo 1.2.4	

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: 1.3.1, 1.3.2

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

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

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

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1.3 Targeted Supplemental Services 1.3.1 Provide instructional aides for students enrolled in ELD classes. 1.3.2 Offer support classes for students enrolled in ELD. Reduce class size in both core and support ELD classes. 1.3.3 Provide evidence-based instructional support to identified at-risk 9th grade students. 1.3.4 Inform best practices by analyzing data from metrics, assessments and other sources, including research.	1.3 Targeted Supplemental Services 1.3.1 Provide instructional aides for students enrolled in ELD classes. 1.3.2 Offer support classes for students enrolled in ELD. Reduce class size in both core and support ELD classes. 1.3.3 Provide evidence-based instructional support to identified at-risk 9th grade students. 1.3.4 Inform best practices by analyzing data from metrics, assessments and other sources, including research.	1.3.1 to 1.3.2- Continue to provide aides and reduced class sizes for stand-alone ELD classes. 1.3.2- Implement new evidence-based support programs for at-risk 9th graders. 1.3.4-Continue to use data to inform practices

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$525,000	$283,498	$600,000
Source	Title III	Title I	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries 1.3.2	1000-1999: Certificated Personnel Salaries
Amount	$65,000	$103,775	$75,000
Source	Title III	Title I	Title III
Budget Reference	2000-2999: Classified Personnel Salaries	3000-3999: Employee Benefits 1.3.2	2000-2999: Classified Personnel Salaries

Amount	$120,000	$90,000	140,000
Source	Title III	Title I	Title III
Budget Reference	3000-3999: Employee Benefits	4000-4999: Books And Supplies 1.3.2/1.3.3	3000-3999: Employee Benefits
Amount		$46,000	600,000
Source		Title I	Title I
Budget Reference		5000-5999: Services And Other Operating Expenditures 1.3.4	1000-1999: Certificated Personnel Salaries
Amount		$66,510	75,000
Source		Title III	Title I
Budget Reference		2000-2999: Classified Personnel Salaries 1.3.1- Title III EL	2000-2999: Classified Personnel Salaries
Amount		$24,600	140,000
Source		Title III	Title I
Budget Reference		3000-3999: Employee Benefits 1.3.1- Title III EL	3000-3999: Employee Benefits
Amount		$2,920	
Source		Title III	
Budget Reference		1000-1999: Certificated Personnel Salaries 1.3.2- Title III IMM	
Amount		$1,080	
Source		Title III	
Budget Reference		1000-1999: Certificated Personnel Salaries 1.3.2 Title III IMM	

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Effective Instruction and Leadership
Provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Build the leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

Input and feedback from sources including LCAP Survey results, Administrative Instructional Leadership Workshops, professional learning feedback responses, and Professional Learning Community (PLC) meeting notes indicate that:
* More focus needs placed on building instructional leadership capacity throughout the District
* PLC time is inconsistently used across the District
Opportunities are needed for teachers and administrators to learn and collaborate regarding implementation of instructional shifts, new/revised curriculum, units of study and instructional material. Additionally, there is a need for additional training for PLC content leads.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain at 100% the percent of teachers that are appropriately credentialed and assigned	All-100%	Maintain at 100%	Maintain at 100%	Maintain at 100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain at 0% the mis-assignments and vacancies	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
Increase the percent of staff responding positively to professional learning feedback survey by 3%	All-74.7%	Increase from baseline by 3%	Increase from previous year by 3% Change to: Maintain or increase the level of professional learning implementation as reported on the CA School Dashboard local indicator.	Increase from previous year by 3%
Maintain at 100% the number of teachers completing Year 1 and Year 2 of the BTSA Induction	100% of Year 1 Participating Teachers completed Year 1 BTSA requirements 93.3% of Year 2 Participating Teachers completed Year 2 BTSA requirements	Maintain Year 1 participation at 100% Increase Year 2 completion to 100%	Maintain Year 1 participation at 100% Increase Year 2 completion to 100%	Maintain Year 1 participation at 100% Increase Year 2 completion to 100%
From coaching logs, increase the percent of time spent on Coaching/Meeting by 5%	All-41.2%	Increase from baseline by 5%	Increase from previous year by 5% Remove this metric: PL now included in local indicator rubrics	Increase from previous year by 5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Establish a baseline for the participation of administrators in building instructional leadership capacity	100% of administrators participated in at least one event focusing on building instructional leadership capacity.	Maintain at 100%	Maintain at 100%	Maintain at 100%

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2.1 Base Services 2.1.1 Support students graduating college and career ready by hiring high quality teachers and support staff to implement Goals1-5 (classified staff, certificated teachers, counselors, administrators, and non-represented managers). 2.1.2 Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and district-wide initiatives described in Goals 1-5. 2.1.2.1 Target special education teachers to participate in content specific professional learning events	2.1 Base Services 2.1.1 Support students graduating college and career ready by hiring high quality teachers and support staff to implement Goals1-5 (classified staff, certificated teachers, counselors, administrators, and non-represented managers). 2.1.2 Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and district-wide initiatives described in Goals 1-5. 2.1.2.1 Target special education teachers to participate in content specific professional learning events	2.1.1- and 2.1.2- Continue the actions and services as described, making any changes based on stakeholder feedback and metric analysis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$29,000,000	$31,032,596	$31,200,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries 2.1.1-2.1.2	1000-1999: Certificated Personnel Salaries
Amount	$11,000,000	$11,844,068	$12,000,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries 2.1.1-2.1.2	2000-2999: Classified Personnel Salaries

Amount	$17,000,000		$18,966,856		$18,316,548
Source	Base		Base		Base
Budget Reference	3000-3999: Employee Benefits		3000-3999: Employee Benefits		3000-3999: Employee Benefits
Amount	$50,220				$50,220
Source	Base				Base
Budget Reference	5000-5999: Services And Other Operating Expenditures				5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2.2 Increased and/or Improved Supplemental Services
2.2.1 Support students graduating college and career ready by restructuring the certificated teacher salary schedule for the purpose of recruiting and retaining high quality teachers committed to fulfilling their professional roles and responsibilities.
2.2.2 Provide additional time to increase effective engagement in professional collaborations such as Professional Learning Communities (PLC) and professional learning days.
2.2.3 Increase the support provided by content specialists and instructional coaches in order to improve teaching and learning.
2.2.4 Increase district and site leadership capacity for instructional leadership in order to improve student learning, focusing on identified areas of need.
2.2.5 Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and district-wide initiatives described in Goals 1-5.

2.2 Increased and/or Improved Supplemental Services
2.2.1 Support students graduating college and career ready by restructuring the certificated teacher salary schedule for the purpose of recruiting and retaining high quality teachers committed to fulfilling their professional roles and responsibilities.
2.2.2 Provide additional time to increase effective engagement in professional collaborations such as Professional Learning Communities (PLC) and professional learning days.
2.2.3 Increase the support provided by content specialists and instructional coaches in order to improve teaching and learning.
2.2.4 Increase district and site leadership capacity for instructional leadership in order to improve student learning, focusing on identified areas of need.
2.2.5 Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation of actions and services and district-wide initiatives described in Goals 1-5.
2.2.6   Site Discretionary Funds to support effective instruction and leadership

2.2.1-Continue to recruit and retain high quality teachers.
2.2.2-Use information gathered to determine if additional days continue.
2.2.3- Focus work of instructional coaches and content specialist on areas determined by needs assessment.
2.2.4-Focus the instructional leadership capacity building on areas determined by needs assessment.
2.2.5-Continue to provide opportunities for professional learning to support implementation of actions and services.
2.2.6-Monitor Site Discretionary Funds to determine if any changes are needed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,580,000	$2,397.554	$2,953,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries 2.2.1 to 2.2.6	1000-1999: Certificated Personnel Salaries
Amount	$560,000	$18,250	$642,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries 2.2.1 to 2.2.6	3000-3999: Employee Benefits
Amount	$15,000	$673,740	$17,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	3000-3999: Employee Benefits 2.2.1 to 2.2.6	4000-4999: Books And Supplies
Amount	$115,000	$36,500	$133,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	4000-4999: Books And Supplies 2.2.1 to 2.2.6	5000-5999: Services And Other Operating Expenditures
Amount		$172,500	
Source		Supplemental and Concentration	
Budget Reference		5000-5999: Services And Other Operating Expenditures 2.2.1 to 2.2.6	
Amount			

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: English Learners 2.3.4

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.3 Targeted Supplemental Services 2.3.1 Support teachers needing to add credential authorizations, or clear credential in order to be Highly Qualified. Support teachers to participate in industry certifications and externships. 2.3.1.1 BTSA Induction Program 2.3.1.2 Industry certifications 2.3.2 Build teacher and site leadership capacity for effective engagement in professional collaborations 2.3.3 Increase the support the support provided by content specialists and instructional coaches in order to improve teaching and learning 2.3.4 Engage teachers, paraprofessionals, specialists and administrators in	2.3 Targeted Supplemental Services 2.3.1 Support teachers needing to add credential authorizations, or clear credential in order to be Highly Qualified. Support teachers to participate in industry certifications and externships. 2.3.1.1 BTSA Induction Program 2.3.1.2 Industry certifications 2.3.2 Build teacher and site leadership capacity for effective engagement in professional collaborations 2.3.3 Increase the support the support provided by content specialists and instructional coaches in order to improve teaching and learning 2.3.4 Engage teachers, paraprofessionals, specialists and administrators in	2.3.1-Continue to provide opportunities for teachers to clear credentials and add certifications 2.3.2-Continue to provide leadership for staff collaborations 2.3.3-Determine if need and funding exists for additional instructional coach 2.3.4-Continue to provide opportunities for professional learning to support implementation of actions and services

professional learning to build capacity and ensure systematic implementation of actions and services and district-wide initiatives described in Goals 1-5.	professional learning to build capacity and ensure systematic implementation of actions and services and district-wide initiatives described in Goals 1-5.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000	$444,084	$57,000
Source	Title II	Title I	Title II
Budget Reference	1000-$275,984 3000-$48,758 5000-$336,077 5000 Title III IMM-$7,000	1000-1999: Certificated Personnel Salaries 2.3.2-2.3.4	1000-$320,000 3000-$60,000 5000-$351,000 5000 Title III IMM-$9,000
Amount	$65,000	$154,543	$75,000
Source	Title I	Title I	Title I
Budget Reference	1000-$275,984 3000-$48,758 5000-$336,077 5000 Title III IMM-$7,000	3000-3999: Employee Benefits 2.3.2-2.3.4	1000-$320,000 3000-$60,000 5000-$351,000 5000 Title III IMM-$9,000
Amount	$241,893	$90,000	$276,000
Source		Title I	
Budget Reference	1000-$275,984 3000-$48,758 5000-$336,077 5000 Title III IMM-$7,000	5000-5999: Services And Other Operating Expenditures 2.3.4	1000-$320,000 3000-$60,000 5000-$351,000 5000 Title III IMM-$9,000

Amount	$280,518	$106,745		$323,000
Source		Title II		
Budget Reference	1000-$275,984 3000-$48,758 5000-$336,077 5000 Title III IMM-$7,000	1000-1999: Certificated Personnel Salaries 2.3.1/2.3.3		1000-$320,000 3000-$60,000 5000-$351,000 5000 Title III IMM-$9,000
Amount		$39,481		
Source		Title II		
Budget Reference		3000-3999: Employee Benefits 2.3.1/2.3.3		
Amount		$120,000		
Source		Title II		
Budget Reference		5000-5999: Services And Other Operating Expenditures 2.3.1/2.3.4		
Amount		$6,000		
Source		Title III		
Budget Reference		5000-5999: Services And Other Operating Expenditures 2.3.4- Title III IMM		

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Support to Students
Provide systemic, equitable and accessible support services focused on academic, career and personal development so that all student's graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

There is a strong connection between our Goal 1 and Goal 3. Goal 3 represents many of the support systems which allow students to meet the targets in Goal 1. Examining longitudinal student data described in Goal 1, along with input from stakeholder meetings, LCAP survey, administrator meetings revealed that not all students are being successful in the courses necessary for college and career readiness. The D/F rate in English 9, English 10, and Math 1 keeps students from accessing other a-g courses.   Students need options to make up failed courses. Though a variety of interventions exist on campuses, at most sites there still is no system-wide approach for students prior to failure.
See data outlined in Goal 1 Identified Need section.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the pass rate by 1% in the key courses supporting college and career readiness	All-73.8% Hispanic-69.1% White-85.6% Black-72.5% Asian-91.5%	Increase from baseline by 1%	Increase from 2017-18 by 1%	Increase from 2018-19 by 1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Filipino-85.9% EL-44.4% RFEP-73.7% SWD-61.4% SED-69.5% Foster Youth-69.8% Homeless-58.9%			
Increase the percent of students meeting all requirements for the MAP program by 3%	All-26.5% Hispanic-22.3% White-29.0% Black-0% Asian-50.0% Filipino-71.4% EL-0% to 3% RFEP-26.9% SWD-0% SED-26.3%	Increase from baseline by 3%	Increase from 2017-18 by 3%	Increase from 2018-19 by 3%
Increase the cohort graduation rate by 1% as reported on the California School Dashboard	Status and Change Data from 2014-15 All-92.8 %: 2.1% GREEN Hispanic-91.7%; 3.9% White-95.7%;0.2% Black-82.8%; -7.9% Asian-94.7%; -1.0% Filipino-97.8%; 0.6% EL-88.4%; 14.0% SWD-76.6%; 1.9%	Increase from baseline by 1%	Increase from 2017-18 by 1%	Increase from 2018-19 by 1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	SED-91.2%; 3.5%			
Decrease cohort dropout rate from previous year by 0.5%	All-7.2% Hispanic-8.1% White-5.2% Black-19.4% Asian-2.4% Filipino-2.2% EL-10.5% SWD-13.5% SED-8.5%	Decrease from baseline by 0.5%	Decrease from 2017-18 by 0.5%	Decrease from 2018-19 by 0.5%
Increase for the number of opportunities outside of the school day for students and parents to receive college and career information	College and Career Readiness representing all five schools and led by counselors and/or College and Career Techs • 444 events on college and career topics attended by 1872 parents • 98 events on academic and school success topics attended by 1512 parents (Data represents events offered during and after the school day)	Increase from the baseline by 2%	Increase from the previous year by 2% Remove this metric: Important for internal measures	Increase from the previous year by 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	College and Career Readiness representing all five schools and organized and facilitated by the Parent Liaisons • 55 events on college and career topics attended by 1254 parents • 75 events on academic and school success topics attended by 2983 parents (Some events represent duplicated data)			
Increase the number and types of services provided by staff focusing on social-emotional needs of students	Social workers representing all five sites as well as foster and homeless youth: • 1,019 students served • 63 students with group support • 2182 individual counseling/support sessions • 100 threat assessments • 285 students /families referred outside agencies	Increase from the baseline by 2%	Increase from the previous year by 2% Remove this metric: Important for internal measures	Increase from the previous year by 2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	32 events on personal/social/emotional topics led by counselors and attended by 367 parents 66 events on personal/social/emotional topics were organized and facilitated by the Parent Liaisons and attended by 1512 parents			
Increase the ADA rate by 0.25%:	All-96.7%	Increase from 2016-17 by 0.25%	Increase from 2017-18 by 0.25%	Increase from 2018-19 by 0.25%
Decrease the chronic absenteeism by 0.25%:	All-11.0%	Decrease from 2016-17 by 0.25%	Decrease from 2017-18 by 0.25%	Decrease from 2018-19 by 0.25%

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

3.1 Base Services
Included in Base Services described in 1.1.5 and 2.1.1.

2018-19 Actions/Services

3.1-Continue to provide the base services as described in 1.1.5 and 2.1.1

2019-20 Actions/Services

3.1-Continue to provide the base services as described in 1.1.5 and 2.1.1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Included in 1.1.5 and 2.1.1	Included in 1.1.5 and 2.1.1	Included in 1.1.5 and 2.1.1

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

English Learners Foster Youth Low Income	LEA-wide	All Schools Specific Schools: 3.2.1.2 EHS and SPHS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.2 Increased and/or Improved Supplemental Services 3.2.1 To meet the diverse needs of students, implement a variety of academic programs which provide additional support to include: 3.2.1.1 Tutors (before, during and after school) 3.2.1.2 9th Grade Academies 3.2.2 Provide students a variety of opportunities to recover and accelerate progress towards graduation, including summer, before and after school. 3.2.2.1 Learning Academy classes before and after school 3.2.2.2 Summer School classes 3.2.3 Maintain staff to support the social/emotional needs of students: 3.2.3.1 Maintain staff to support the academic and social/emotional needs of foster and homeless students. 3.2.3.2 Maintain psychologist services for EL students while clearly articulating the referral process. 3.2.3.3 Maintain outreach services for pregnant and parenting students.	3.2 Increased and/or Improved Supplemental Services 3.2.1 To meet the diverse needs of students, implement a variety of academic programs which provide additional support to include: 3.2.1.1 Tutors (before, during and after school) 3.2.1.2 9th Grade Academies 3.2.2 Provide students a variety of opportunities to recover and accelerate progress towards graduation, including summer, before and after school. 3.2.2.1 Learning Academy classes before and after school 3.2.2.2 Summer School classes 3.2.3 Maintain staff to support the social/emotional needs of students: 3.2.3.1 Maintain staff to support the academic and social/emotional needs of foster and homeless students. 3.2.3.2 Maintain psychologist services for EL students while clearly articulating the referral process. 3.2.3.3 Maintain outreach services for pregnant and parenting students.	3.2.1 to 3.2.9- Continue the actions and services, making any modifications based on stakeholder feedback and or metric analysis. 3.2.10-Monitor Site Discretionary Funds to determine any changes that are needed

3.2.4 Provide students and parents counseling and guidance services, including access to information and resources regarding college and career readiness, targeting additional college services for EL, foster and SED students.
3.2.5 Provide support to the Advancement Via Individual Determination (AVID) program by meeting programs needs such as release time for AVID coordinators, District director support, AVID class tutors, classroom resources, field trips and professional development.
3.2.6 Implement the systematic academic intervention program at each site for students, which include identification and options for support and monitoring, with a focus on 9th grade students.
3.2.7 Provide additional time and resources for staff to counsel with chronically absent and truant students consistently using Student Attendance Review Team (SART) and Student Attendance Review Board (SARB).
3.2.8 Provide monitoring and support for EL and RFEP students so that they graduate college and career ready.
3.2.9 Provide students increased access to opportunities for in-depth college and career exploration.

3.2.4 Provide students and parents counseling and guidance services, including access to information and resources regarding college and career readiness, targeting additional college services for EL, foster and SED students.
3.2.5 Provide support to the Advancement Via Individual Determination (AVID) program by meeting programs needs such as release time for AVID coordinators, District director support, AVID class tutors, classroom resources, field trips and professional development.
3.2.6 Implement a systematic academic intervention program (Multi-Tiered Systems of Support) at each site for students, which include identification and options for support and monitoring, with a focus on 9th grade students.
3.2.7 Provide additional time and resources for staff to counsel with chronically absent and truant students consistently using Student Attendance Review Team (SART) and Student Attendance Review Board (SARB).
3.2.8 Provide monitoring and support for EL and RFEP students so that they graduate college and career ready.
3.2.9 Provide students increased access to opportunities for in-depth college and career exploration.
3.2.10   Site Discretionary Funds to support students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,718,382	$3,660,889	$3,028,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 3.2.1 to 3.2.9	1000-1999: Certificated Personnel Salaries 3.2.1 to 3.2.9	1000-1999: Certificated Personnel Salaries 3.2.1 to 3.2.9
Amount	$340,000	$837,508	$380,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries 3.2.1 to 3.2.9	2000-2999: Classified Personnel Salaries
Amount	$716,055	$1,356,415	$786,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits 3.2.1 to 3.2.9	3000-3999: Employee Benefits
Amount	$85,000	$ 126,666	$96,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies 3.2.1 to 3.2.9	4000-4999: Books And Supplies
Amount	$275,000	$ 473,362	$310,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures 3.2.1 to 3.2.9	5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools
Specific Student Groups: English Learners-3.3.2, 3.3.3 and 3.3.4, Low Income-3.3.2, 3.3.3 and 3.3.4	Specific Schools: 3.3.3-OGHS, 3.3.4- DLA

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.3 Targeted Supplemental Services 3.3.1 Provide students increased access to opportunities for in-depth college and career exploration and opportunities to develop college and career ready skills. 3.3.2 Provide support for EL program so that students graduate college and career ready. • Instructional materials to support language acquisition and literacy targets • Professional development to support EL program 3.3.3 Provide additional opportunities to accelerate or recover credits 3.3.4 Provide peer tutor and Saturday Scholar support for EL and SED students 3.3.5 Provide additional support to 9th grade academies	3.3 Targeted Supplemental Services 3.3.1 Provide students increased access to opportunities for in-depth college and career exploration and opportunities to develop college and career ready skills. 3.3.2 Provide support for EL program so that students graduate college and career ready. 3.3.2.1 Instructional materials to support language acquisition and literacy targets (IMM) 3.3.2.2 Professional development to support EL program (IMM) 3.3.3 Provide additional opportunities to accelerate or recover credits 3.3.4 Provide peer tutor and Saturday Scholar support for EL and SED students 3.3.5 Provide additional support to 9th grade academies	3.3.1-3.3.6- Continue actions and services as described making changes based on stakeholder feedback and metric analysis

	3.3.6 Provide services for homeless and foster youth	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$140,000	$40,000	$22,500
Source		Title I	
Budget Reference	1000-$87,078 2000-$44,460 3000-$18,809 4000-$111,000 4000-Title III EL $10,000 4000-Title III IMM $3,000 5000-$46,000 5000-Title III EL $6,000 5000-Title III IMM $2,000	5000-5999: Services And Other Operating Expenditures 3.3.1/3.3.6	5000-5999: Services And Other Operating Expenditures 3.3.6
Amount	$21,000	$20,000	$2,500
Source	Title III	Title III	Title IV
Budget Reference	1000-$87,078 2000-$44,460 3000-$18,809 4000-$111,000 4000-Title III EL $10,000 4000-Title III IMM $3,000 5000-$46,000 5000-Title III EL $6,000 5000-Title III IMM $2,000	4000-4999: Books And Supplies 3.3.2	5000-5999: Services And Other Operating Expenditures 3.3.1 and 3.3.2

Amount	$20,950	$1,500	
Source	Title I	Title III	
Budget Reference	1000-$87,078 2000-$44,460 3000-$18,809 4000-$111,000 4000-Title III EL $10,000 4000-Title III IMM $3,000 5000-$46,000 5000-Title III EL $6,000 5000-Title III IMM $2,000	4000-4999: Books And Supplies 3.3.2	
Amount	$67,750	$1,500	
Source	Title I	Carl D. Perkins Career and Technical Education	
Budget Reference	1000-$87,078 2000-$44,460 3000-$18,809 4000-$111,000 4000-Title III EL $10,000 4000-Title III IMM $3,000 5000-$46,000 5000-Title III EL $6,000 5000-Title III IMM $2,000	1000-1999: Certificated Personnel Salaries 3.3.1	

Amount	$61,764	$299
Source	Title I	Carl D. Perkins Career and Technical Education
Budget Reference	1000-$87,078 2000-$44,460 3000-$18,809 4000-$111,000 4000-Title III EL $10,000 4000-Title III IMM $3,000 5000-$46,000 5000-Title III EL $6,000 5000-Title III IMM $2,000	3000-3999: Employee Benefits 3.3.1
Amount		$98,385
Source		Carl D. Perkins Career and Technical Education
Budget Reference		4000-4999: Books And Supplies 3.3.1
Amount		$112,800
Source		Carl D. Perkins Career and Technical Education
Budget Reference		5000-5999: Services And Other Operating Expenditures 3.3.1
Amount		$5,080
Source		Carl D. Perkins Career and Technical Education
Budget Reference		6000-6999: Capital Outlay 3.3.1

Amount		$10,903	
Source		Carl D. Perkins Career and Technical Education	
Budget Reference		7000-7439: Other Outgo 3.3.1	

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Engaged Parents
Promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Though those responding to parent survey noted a positive increase in communication and services, input from the LCAP Advisory Committee, as well as meeting with parents, parent liaisons and other staff shows parents still would like more of the following:
Communication using a variety of methods, including social media to provide information regarding school events and important topics
Documents in home language
Multiple opportunities to attend workshops on areas of interests
Multiple opportunities to get information to support their child with college and career preparation

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase number and type of opportunities parents have to participate in the education of all students	130 events on college and career readiness were organized and facilitated by the parent liaisons	Increase from baseline by 3%	Increase from 2017-18 by 3% Remove this metric:	Increase from 2018-19 by 3%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(including unduplicated pupils and pupils with exceptional needs) by 3%	• 55 events on college and career topics attended by 1254 parents • 75 events on academic and school success topics attended by 2983 parents 66 events on social/emotional topics were organized and facilitated by the parent liaisons and attended by 1512 parents		Parent engagement metric now included in CA School Dashboard local indicator report from survey data	
Increase the number of parents participating in LCAP input and feedback opportunities by 5%	Increased from 9.5% to 23% in parent responses to Stakeholder Survey	Increase from baseline by 5%	Increase from 2017-18 by 5%	Increase from 2018-19 by 5%

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.1 Base Services 4.1.1 Meet with the LCAP Parent Advisory Committees at key times throughout the year to: 4.1.1.1 Share information regarding interim metrics and the progress on LCAP actions and services. 4.1.1.2 Gather feedback and input regarding goals, actions and services. 4.1.1.3 Review final LCAP working document prior to Public Hearing.	4.1 Base Services 4.1.1 Meet with the LCAP Parent Advisory Committees at key times throughout the year to: 4.1.1.1 Share information regarding interim metrics and the progress on LCAP actions and services. 4.1.1.2 Gather feedback and input regarding goals, actions and services. 4.1.1.3 Review final LCAP working document prior to Public Hearing.	4.1.1 Continue actions and services as described

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	Base	Base	Base
Budget Reference	4.1.1 4000-$5,000	4.1.1 4000-$5,000	4000-4999: Books And Supplies 4.1.1

Action 2

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

Students to be Served	Scope of Services	Location(s)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.2 Increased and/or Improved Supplemental Services 4.2.1 Coordinate work of counseling staff, social workers and parent liaison to implement site-specific family engagement plans. 4.2.1.1 Include establishing opportunities for parents/guardians to navigate school and support their child's success in high school and beyond. 4.2.1.2 Include options for increasing communication and use of social media. 4.2.1.3 Translate more materials and resources for Spanish speaking families.	4.2 Increased and/or Improved Supplemental Services 4.2.1 Coordinate work of counseling staff, social workers and parent liaison to implement site-specific family engagement plans. 4.2.1.1 Include establishing opportunities for parents/guardians to navigate school and support their child's success in high school and beyond. 4.2.1.2 Include options for increasing communication and use of social media. 4.2.1.3 Translate more materials and resources for Spanish speaking families.	4.2.1- 4.2.2-Continue while focusing on high interest areas as determined by parents. 4.2.3- Monitor Site Discretionary Funds to determine any changes needed

4.2.1.4 Include establishing opportunities for immigrant parents/guardians to navigate school and support their child's success in high school and beyond.	4.2.1.4 Include establishing opportunities for immigrant parents/guardians to navigate school and support their child's success in high school and beyond. 4.2.2　　　Increase two-way communication with parents 4.2.3　　　Site Discretionary Funds to support parent engagement	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$382,500	$216,710	$310,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4.2.1 2000-$270,000 3000-$90,000 4000-$1,500 5000-$11,000	2000-2999: Classified Personnel Salaries 4.2.1	2000-2999: Classified Personnel Salaries 4.2.1
Amount		$80,153	$101,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits 4.2.1	3000-3999: Employee Benefits
Amount		$25,000	$2,500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies 4.2.1	4000-4999: Books And Supplies

Amount					$13,000
Source					Supplemental and Concentration
Budget Reference					5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.3. Targeted Supplemental Services 4.3.1. Provide resources and professional learning to support parent involvement and education	4.3. Targeted Supplemental Services 4.3.1. Provide resources and professional learning to support parent involvement and education	4.3.1- Continue to provide resources and professional learning. Make modifications based on stakeholder feedback and metric analysis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$21,757	$8,641	$23,500
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies 4.3.1	4000-4999: Books And Supplies
Amount	$500	$31,641	$600
Source	Title III	Title I	Title III
Budget Reference	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures 4.3.1	4000-4999: Books And Supplies
Amount	$7,000	$5,000	$8,000
Source	Title I	Title III	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures 4.3.1-Title III IMM	5000-5999: Services And Other Operating Expenditures
Amount	$1,000		$1,900
Source	Title III		Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures		5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Safe and Respectful Environments
Foster respectful, collaborative, safe and secure environments that support teaching and learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

The new Dashboard, as well as other longitudinal student data revealed the suspension rate is too high. The expulsion rate had been on the decline, the slight increase anticipated in 2014-15 was realized. The rate went from 0.4 to 0.5.   The 2016-17 school year was the first year for a districtwide implementation of PBIS and/or Restorative Practices. Initial data shows they have had   a positive impact. As well, the need to analyze and report disaggregated expulsion and suspension data was noted. Additionally, some of the needs identified in Goal 3 also pertain to Goal 5.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease the expulsion rate as determined by CDE by 0.05%	All-0.50%	Decrease from baseline by 0.05%	Decrease from 2017-18 by 0.05%	Decrease from 2018-19 by 0.05%
Decrease the percent of expulsions by 0.05%	All-0.61% (49 students) Hispanic-0.63% White-0.64% Black-0.53%	Decrease from baseline by 0.05%	Decrease from 2017-18 by 0.05%	Decrease from 2018-19 by 0.05%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Asian-0.00% Filipino-0.58% EL-1.78% RFEP-0.34% SWD-2.32% SED-0.41%			
Decrease the suspension rate as reported on the California School Dashboard	Status and Change data from 2014-15 All-6.4%; 0.4% (ORANGE) Hispanic-7.1%; 0.5% White-4.7%; -0.2% Black-12.4%; 1.5% (RED) Asian-2.9%; -0.9% Filipino-1.2%; -1.2% EL 14.0%; 7.9% (RED) SWD-15.2%; 0.3% (RED) SED-7.4%; -0.7% Two or More Races-17.7%;6.5% (RED)	Decrease from baseline by 1%	Decrease from 2017-18 by 1%	Decrease from 2018-19 by 1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease the percent of suspension incidences (duplicated) by 1%	All-9.9% (792 incidents) Hispanic-10.9% White-8.0% Black-15.9% Asian-2.9% Filipino-1.2% EL-25.3% RFEP-6.2% SWD-32.7% SED-10.9%	Decrease from baseline by 1%	Decrease from 2017-18 by 1%	Decrease from 2018-19 by 1%
Reduce the percent of second offenses for substance abuse for students participating in PAD program by 1%.	7 out 81 PAD program completers had second offences 8.6%	Decrease from baseline by 1%	Decrease from 2017-18 by 1%	Decrease from 2018-19 by 1%
Reduce the percent of second offenses for bullying for students participating in bullying program by 3%.	5 out 8 SOS program completers had second offences 5.8%	Decrease from baseline by 1%	Decrease from 2017-18 by 1% Change to: Decrease the percent of second offenses for bullying for students participating in bullying programs by 2%.	Decrease from 2018-19 by 1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the percent of students responding positively regarding school climate questions on the Healthy Kids Survey in the year it is given. (Score range 100 to 500)	2016-17 Survey District School Climate Index- 392 Overall Supports and Engagement- 327 Overall Low Violence and Substance Use- 435	Increase from baseline by 5 points	Increase from 2017-18 by 5 points Change to: Increase the percent of students responding positiviely regarding school climate questions on the Healthy Kids Survey by 2%	Increase from 2018-19 by 5 points
Increase the number of indicators in "good" repair as measured by the Facility Inspection Tool.	EHS- 7 Good; 1 Fair to 8 Good OGHS-7 Good; 1 Fair to 7 Good; 1 Fair SPHS-7 Good; 1 Fair to 8 Good VHS-6 Good; 2 Fair to 8 Good DLA-6 Good; 2 Fair to 7 Good; 1 Fair Overall rating for all the District sites is "Good"	Increase from baseline to 8 Good	Maintain 8 Good Change to: Maintain at 100% the number of facilities in "good" repair as measured by the Facility Inspection Tool.	Maintain 8 Good

Planned Actions / Services

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

Action 1

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.1 Base Services Included in Base Services described in 1.1.5 and 2.1.1.	5.1-Continue to provide the base services as described in 1.1.5 and 2.1.1	5.1-Continue to provide the base services as described in 1.1.5 and 2.1.1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Included in 1.1.5 and 2.1.1	Included in 1.1.5 and 2.1.1	Included in 1.1.5 and 2.1.1

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.2 Increased and/or Improved Supplemental Services 5.2.1 With an intentional focus on high-risk students, implement evidence based programs to foster respectful, safe and secure learning environments. Examples include: 5.2.1.1 Prevention and Diversion (PAD) drug/alcohol education program 5.2.1.2 Safety Outreach for Students (SOS) bullying/fighting intervention program 5.2.1.3 Escondido Police Diversion Program	5.2 Increased and/or Improved Supplemental Services 5.2.1 With an intentional focus on high-risk students, implement evidence based programs to foster respectful, safe and secure learning environments. Examples include: 5.2.1.1 Prevention and Diversion (PAD) drug/alcohol education program 5.2.1.2 Safety Outreach for Students (SOS) bullying/fighting intervention program 5.2.1.3 Escondido Police Diversion Program 5.2.1.4 School Resource Officer	5.2.1 through 5.2.2- Continue with a focus on implementing PBIS and Restorative Practices using data gathered to determine if any changes need to be made. 5.2.3--5.2.5- Monitor services to determine any changes that are needed

5.2.2 Provide resources, programs and services that support a learning culture and climate which is collaborative, respectful, safe and secure. 5.2.2.1 Maintain increased campus supervision. 5.2.2.2 Carry out the plan for implementing PBIS and Restorative Practices implementation 5.2.2.3 Provide equipment, resources and training for campus safety.	5.2.2 Provide resources, programs and services that support a learning culture and climate which is collaborative, respectful, safe and secure. 5.2.2.1 Maintain increased campus supervision. 5.2.2.2 Carry out the plan for implementing PBIS and Restorative Practices implementation 5.2.2.3 Provide equipment, resources and training for campus safety 5.2.2.4 Implement a school check-in service to support campus safety 5.2.3 Site discretionary funds to support safe and secure environments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300,257	$275,206	$345,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 5.2.1 to 5.2.2	1000-1999: Certificated Personnel Salaries 5.2.1 to 5.2.2	1000-1999: Certificated Personnel Salaries 5.2.1 to 5.2.2
Amount	$122,495	$162,739	$140,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries 5.2.1 to 5.2.2	2000-2999: Classified Personnel Salaries

Amount	$94,242	$166,020	$108,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits 5.2.1 to 5.2.2	3000-3999: Employee Benefits
Amount	$65,000	$45,000	$74,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies 5.2.1 to 5.2.2	4000-4999: Books And Supplies
Amount	$45,000	$111,250	$51,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures 5.2.1 to 5.2.2	5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Specific Schools: 5.3.1-OGHS and EHS 5.3.2-EHS

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

5.3 Targeted Supplemental Services 5.3.1 Carry out the plan for implementing PBIS and Restorative Practices implementation. 5.3.2 Implement Responsibility Training Program to support identified students with academic, attendance and behavioral challenges.	5.3 Targeted Supplemental Services 5.3.1 Carry out the plan for implementing PBIS and Restorative Practices implementation. 5.3.2 Implement RESET Program to support identified students with academic, attendance and behavioral challenges.	5.3.1 Make changes in the program based on evaluation of its effectiveness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$87,990	$104,800	$107,500
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries 5.3.2	1000-1999: Certificated Personnel Salaries 5.3.1
Amount	$16,760	$26,200	$27,500
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits 5.3.1	3000-3999: Employee Benefits 5.3.1
Amount		$30,000	
Source		Title I	
Budget Reference		5000-5999: Services And Other Operating Expenditures 5.3.1	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$13,848,865	21.43%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The Escondido Union High School District presently has an unduplicated student count of 70.6% representing English Learners (EL), Foster Youth (FY), and Low Income (LI) students, in 2018-19 our district will receive $13,787,300 in Supplemental/Concentration grant funding. These funds will be expended on actions and services principally directed toward our unduplicated student groups so that they may graduate college and career ready.

Since our district has a high (70.6%) unduplicated student count, all actions and services are principally directed at our unduplicated student population. The increased services are at least equal to 21.43% of the total LCAP budget. The actions and services are listed by Goal.

Action or Service Rationale

How are the services provided for unduplicated pupils increased or improved qualitatively or quantitatively, as compared to the services provided for all students in 2017/18?

Goal 1: Academic Achievement

Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready.

1.2.1 Provide resources and support for the appropriate use of technology.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Instructional technology provides instructional tools that expand resources to better serve students who are struggling academically, as shown by research and our past practice showing increased student engagement with rigorous material. Such improvements have the most impact on unduplicated students who have scored below expectations on student achievement measures.

1.2.2 Provide English Learners additional support (instructional aides, collaborative classes and reduced class size SIFE courses) to be successful in rigorous academic classes.
- Goal 1.2.2.1 Provide program for SIFE students (EHS and SPHS).
- Goal 1.2.2.3 Reduce class size in sheltered classes (EHS, OGHS, SPHS). This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. With lower class sizes and student to adult ratios, teachers and aides are better able to differentiate and support struggling students, as shown by research and our past practice showing increased student engagement with rigorous material. Student achievement data for ELs, FY and LI indicate an achievement gap when compared to other student groups, and these services will directly benefit our unduplicated students.

1.2.3 Analyze data to inform practices. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. As we have seen in our past practice and research, data reflection sessions with stakeholders at multiple levels and use of EAB to research and analyze student data will allow for optimum program implementation targeted to unduplicated students who have scored below expectations on student achievement measures.

1.2.4 Career Technical Education Pathways/Curriculum Alignment

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. By developing CTE pathways, our unduplicated students will have access to additional opportunities to increase College and Career Readiness in targeted industry sectors of their choice. Our refinement of CTE curriculum over the past two years to meet state frameworks and aligning curriculum to literacy standards will allow for EL, FY and LI students reach their academic and career goals.

1.2.5 Site Discretionary Funds to support academic achievement

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Goal 2: Effective Instruction and Leadership

Provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Build the leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives.

2.2.1 Restructure salary schedule to recruit and retain high quality teachers.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. By recruiting and retaining our high-quality teachers, our unduplicated students will have access to teachers with experience and knowledge in their content area(s) and in classroom pedagogy. As we have seen in our past practice and research, expert teachers will allow for optimum program implementation targeted to unduplicated students who have scored below expectations on student achievement measures.

2.2.2 Additional time for teacher collaboration and professional learning.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Professional Learning Communities will support teachers by building professional capacity in order to better serve students who are struggling academically. Such improvements have the most impact on unduplicated students who have scored below expectations on student achievement measures.

2.2.3 Improve teaching and learning through the work of content specialist and instructional coaches.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Through instructional coaching, research-proven best practices in literacy, math and the transition to NGSS in science will be provided to teachers to differentiate instruction to support closing the achievement gap of our unduplicated students. An EL Content Specialist will support the schools in the implementation of the ELA/ELD Framework with particular support for the transition to the ELPAC, as well as all Title III mandates. Such services will have the most impact on unduplicated students who have scored below expectations on student achievement measures.

2.2.4 Increase instructional leadership capacity to improve student learning.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Through professional learning for support providers including PAD and SOS staff, social workers, counselors, and teachers of sheltered classes, staff and teachers will be better equipped to support the socio-emotional and academic capacities of unduplicated students who have scored below expectations on student achievement measures. As we have seen in our past practice and research, such programs have the most impact on unduplicated count students who are not demonstrating academic success.

2.2.5 Engage staff in professional learning to build capacity and systematically implement Goals 1-5.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Professional development will support teachers, paraprofessionals and administrators by building professional capacity in order to better serve the unduplicated count students with implementation of actions and services described in Goals 1-5. As we have seen in our past practice and research, such improvements have the most impact on unduplicated students who have scored below expectations on student achievement measures.

2.2.6 Site Discretionary Funds to support effective instruction and leadership

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students.

Goal 3: Support to Students- Provide systemic, equitable and accessible support services focused on academic, career and personal development so that all students graduate college and career ready.

3.2.1 Provide tutors, targeting 9th grade classes.
- Goal 3.2.1.2 Provide release periods for "house" leads to support 9th Grade Academies. (EHS and SPHS).

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This program is designed to support unduplicated students who need tutoring and additional 9th grade supports to ensure they are exiting 9th grade on track to being college and career ready. As we have seen in our past practice and research, such programs have the most impact on unduplicated count students who are not demonstrating academic success.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

3.2.2 Provide opportunities to recover and accelerate credits.   This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is provided to students who are credit deficient to accelerate progress towards graduation from high school. The unduplicated students have lower percentages of high school completion, and these supports provide extra opportunities to work towards graduation.

3.2.3 Maintain staff (social workers, bi-lingual psychologist, student outreach coordinator) to support the academic and social emotional needs of students.
- Goal 3.2.3.1 Provide a social worker dedicated to support the needs of Foster Youth (FY)
- Goal 3.2.3.2 Provide a bilingual psychologist to support the needs of EL students and families. (EL)
- Goal 3.2.3.3 Provide a student outreach coordinator to support pregnant and parenting students. (LI)This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is meant to provide unduplicated students targeted supports for social emotional and academic needs. As we have seen in our past practice and research, unduplicated students principally benefit from these services with social emotional support so they can better access the instruction throughout the day.

3.2.4 Provide guidance and counseling services, targeting college and career readiness. Provide 3.5 additional counselors to implement counseling plans. (LI, EL, FY) This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is meant to provide students and parents counseling and guidance services, including access to information and resources regarding college and career readiness, targeting additional college services for EL, foster and LI students.

3.2.5 Continue support for AVID program. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Research shows the AVID program is designed to support unduplicated students through academic and social-emotional support toward academic success and college acceptance.

3.2.6 Implement systemic academic intervention program.This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is specifically designed to provide an accelerating intervention system for struggling 9th graders to achieve college and career readiness in ELA and beyond. The program mainly targets

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Long Term English Learners and, as demonstrated in our past practice, helps to close the achievement gap to attain college and career readiness.

3.2.7 Provide additional time and resources to support chronically absent and truant students.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated students will benefit from additional support toward improved attendance. Past practice shows that increased class time and supports to monitor chronically absent and truant students will provide the skills unduplicated students need for academic success.

3.2.8 Monitor and support EL and RFEP students so they graduate college and career ready. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Increased supports through systemic monitoring tools will lead to increased academic supports and interventions for our English Learners and Reclassified students. As shown by research, such improvements will impact language acquisition goals as demonstrated through the ELPAC and increase our ELs' readiness for college and career.

3.2.9 Provide increased opportunities for in-depth college and career exploration.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Field trips for unduplicated students will allow them to apply and extend their learning, planning, and goal-setting. Research shows that when students can see themselves in a new environment, they are more likely to follow-through with their plans. These opportunities for college and career exploration will have the most impact on unduplicated students who have scored below expectations on student achievement measures.

3.2.10 Site Discretionary Funds to support students

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students.

Goal 4: Engaged Parents

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input.

4.2.1 Engage parent liaisons to support the implementation of the family engagement plans, including having bi-lingual parent liaisons and hiring a translator to translate informational documents and resources in Spanish both in hard copy and electronically. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Bilingual parent liaisons and translators support parent engagement in the educational process and provides additional support to the families of English Learners, Low Income students and Foster Youth.

Research shows that engaged families who feel connected to the school and the resources available are more likely to have students take advantage of these resources, resulting in higher levels of student success. Such services will have the most impact on unduplicated students who have scored below expectations on student achievement measures.

4.2.2 Increase two-way communication with parents

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Providing additional communication through mobile phone applications will increase awareness of attendance, behavior and academic updates for parent/guardians of EL, FY and LI students. This real time support will greatly help sites with communication and alert parents/guardians with student progress monitoring.

4.2.3 Site discretionary funds to support parent engagement

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students.

Goal 5: Safe and Respectful Environments
Foster respectful, collaborative, safe and secure environments that support teaching and learning.

5.2.1 Implement evidence based programs with intentional focus on high risk students.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. The Prevention and Diversion drug/alcohol education program, Safety Outreach for Students bullying/fighting intervention program, and the Escondido Police Diversion Program are each research-based programs shown to keep students in school and in positive, learning environments. These services primarily support unduplicated students through behavior and social emotional supports towards academic success for college and career readiness.

5.2.2 Provide resources, programs and services that support a collaborative, safe and respectful learning culture and climate. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated students will benefit from positive school climate as well as positive discipline systems. Suspension data indicates that targeted student populations need additional supports so they can better access the instruction throughout the day. Such support has the most impact on our unduplicated students who have had higher incidences of suspension. School check-in systems will support a safe and respectful learning culture by ensuring all campus visitors are identified.

5.2.3 Site discretionary funds to support safe and secure environments.

Throughout the LCAP are actions and services which address the needs of ELs, FY and LI students designed to strengthen first best instruction, focused intervention, social emotional support and positive school climate. All systems in Escondido Union High School District will continue to be refined through careful, frequent monitoring.

The above rationale for increased and improved actions and services is supported by the following research:
- Darling-Hammond, L., Chung Wei, R., Andree, A., & Richardson, N. (2009) "Professional Learning in the profession: A status report on teacher development in the United States and abroad." Oxford, OH, National Staff Development Council
- Dweck, C.S. (2006). Mindset: The new psychology of success. New York: Random House.
- Fisher, D., Frey, N., Hattie, J., (2016). Visible Learning for Literacy: Implementing the Practices That Work Best to Accelerate Student Learning. Thousand Oaks, CA: Corwin.
- Fullan, M., & Quinn, J. (2016). Coherence, The right drivers in action for schools, districts and systems. Thousand Oaks, CA: Corwin.
- Goldenberg, C. "Unlocking the Research on English Learners: What We Know—and Don't Yet Know—about Effective Instruction." American Educator (Summer 2013):4-39. Print.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$12,686,843	20.57%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The Escondido Union High School District presently has an unduplicated student count of 69.1 % representing English Learners (EL), Foster Youth (FY), and Low Income (LI) students, in 2017-18 our district will receive $12,686,843 in Supplemental/Concentration grant funding. These funds will be expended on actions and services principally directed toward our unduplicated student groups so that they may graduate college and career ready.

Since our district has a high (69.1%) unduplicated student count, all actions and services are principally directed at our unduplicated student population. The increased services are at least equal to 20.57% of the total LCAP budget. The actions and services are listed by Goal.

Action or Service Rationale

How are the services provided for unduplicated pupils increased or improved qualitatively or quantitatively, as compared to the services provided for all students in 2017/18?

Goal 1: Academic Achievement

Improve academic achievement by holding high expectations and ensuring equitable practices for all students so that every student graduates college and career ready.

1.2.1 Provide resources and support for the appropriate use of technology.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Instructional technology provides instructional tools that expand resources to better serve students who are struggling academically, as shown by research and our past practice showing increased student engagement with rigorous material. Such improvements have the most impact on unduplicated students who have scored below expectations on student achievement measures.

1.2.2 Provide English Learners additional support (instructional aides, collaborative classes and reduced class size SIFE courses) to be successful in rigorous academic classes.
- Goal 1.2.2.1 Provide program for SIFE students (EHS and SPHS).
- Goal 1.2.2.3 Reduce class size in sheltered classes (EHS, OGHS, SPHS).This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. With lower class sizes and student to adult ratios, teachers and aides are better able to differentiate and support struggling students, as shown by research and our past practice showing increased student engagement with rigorous material. Student achievement data for ELs, FY and LI indicate an achievement gap when compared to other student groups, and these services will directly benefit our unduplicated students.

1.2.3 Analyze data to inform practices. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. As we have seen in our past practice and research, data reflection sessions with stakeholders at multiple levels and use of Hanover to research and analyze student data will allow for optimum program implementation targeted to unduplicated students who have scored below expectations on student achievement measures.

Goal 2: Effective Instruction and Leadership

Provide a highly skilled, knowledgeable, caring and committed staff that collaborates productively to support and impact instruction and learning. Build the leadership capacity necessary to advance and ensure successful implementation of district goals and initiatives.

2.2.1 Restructure salary schedule to recruit and retain high quality teachers.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. By recruiting and retaining our high-quality teachers, our unduplicated students will have access to teachers with experience and knowledge in their content area(s) and in classroom pedagogy. As we have seen in our past practice and research, expert

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

teachers will allow for optimum program implementation targeted to unduplicated students who have scored below expectations on student achievement measures.

2.2.2 Additional time for teacher collaboration and professional learning.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Professional Learning Communities will support teachers by building professional capacity in order to better serve students who are struggling academically. Such improvements have the most impact on unduplicated students who have scored below expectations on student achievement measures.

2.2.3 Improve teaching and learning through the work of content specialist and instructional coaches.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Through instructional coaching, research-proven best practices in literacy, math and the transition to NGSS in science will be provided to teachers to differentiate instruction to support closing the achievement gap of our unduplicated students. An EL Content Specialist will support the schools in the implementation of the ELA/ELD Framework with particular support for the transition to the ELPAC, as well as all Title III mandates. Such services will have the most impact on unduplicated students who have scored below expectations on student achievement measures.

2.2.4 Increase instructional leadership capacity to improve student learning.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Through professional learning for support providers including PAD and SOS staff, social workers, counselors, and teachers of sheltered classes, staff and teachers will be better equipped to support the socio-emotional and academic capacities of unduplicated students who have scored below expectations on student achievement measures. As we have seen in our past practice and research, such programs have the most impact on unduplicated count students who are not demonstrating academic success.

2.2.5 Engage staff in professional learning to build capacity and systematically implement Goals 1-5.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Professional development will support teachers, paraprofessionals and administrators by building professional capacity in order to better serve the unduplicated count students with implementation of actions and services described in Goals 1-5. As we have

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

seen in our past practice and research, such improvements have the most impact on unduplicated students who have scored below expectations on student achievement measures.

Goal 3: Support to Students

Provide systemic, equitable and accessible support services focused on academic, career and personal development so that all students graduate college and career ready.

3.2.1 Provide tutors, targeting 9th grade classes.

- Goal 3.2.1.2 Provide release periods for "house" leads to support 9th Grade Academies. (EHS and SPHS).

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This program is designed to support unduplicated students who need tutoring and additional 9th grade supports to ensure they are exiting 9th grade on track to being college and career ready. As we have seen in our past practice and research, such programs have the most impact on unduplicated count students who are not demonstrating academic success.

3.2.2 Provide opportunities to recover and accelerate credits.   This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is provided to students who are credit deficient to accelerate progress towards graduation from high school. The unduplicated students have lower percentages of high school completion, and these supports provide extra opportunities to work towards graduation.

3.2.3 Maintain staff (social workers, bi-lingual psychologist, student outreach coordinator) to support the academic and social emotional needs of students.

- Goal 3.2.3.1 Provide a social worker dedicated to support the needs of Foster Youth (FY)
- Goal 3.2.3.2 Provide a bilingual psychologist to support the needs of EL students and families. (EL)
- Goal 3.2.3.3 Provide a student outreach coordinator to support pregnant and parenting students. (LI)This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is meant to provide unduplicated students targeted supports for social emotional and academic needs. As we have seen in our past practice and research, unduplicated students principally benefit from these services with social emotional support so they can better access the instruction throughout the day.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

3.2.4 Provide guidance and counseling services, targeting college and career readiness. Provide 3.5 additional counselors to implement counseling plans. (LI, EL, FY) This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is meant to provide students and parents counseling and guidance services, including access to information and resources regarding college and career readiness, targeting additional college services for EL, foster and LI students.

3.2.5 Continue support for AVID program. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Research shows the AVID program is designed to support unduplicated students through academic and social-emotional support toward academic success and college acceptance.

3.2.6 Implement systemic academic intervention program.This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. This service is specifically designed to provide an accelerating intervention system for struggling 9th graders to achieve college and career readiness in ELA and beyond. The program mainly targets Long Term English Learners and, as demonstrated in our past practice, helps to close the achievement gap to attain college and career readiness.

3.2.7 Provide additional time and resources to support chronically absent and truant students.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated students will benefit from additional support toward improved attendance. Past practice shows that increased class time and supports to monitor chronically absent and truant students will provide the skills unduplicated students need for academic success.

3.2.8 Monitor and support EL and RFEP students so they graduate college and career ready. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Increased supports through systemic monitoring tools will lead to increased academic supports and interventions for our English Learners and Reclassified students. As shown by research, such improvements will impact language acquisition goals as demonstrated through the ELPAC and increase our ELs' readiness for college and career.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

3.2.9 Provide increased opportunities for in-depth college and career exploration.

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Field trips for unduplicated students will allow them to apply and extend their learning, planning, and goal-setting. Research shows that when students can see themselves in a new environment, they are more likely to follow-through with their plans. These opportunities for college and career exploration will have the most impact on unduplicated students who have scored below expectations on student achievement measures.

Goal 4: Engaged Parents

Promote, foster, and develop parent connections through strong and effective communication and partnerships, as well as opportunities for shared input.

4.2.1 Engage parent liaisons to support the implementation of the family engagement plans, including having bi-lingual parent liaisons and hiring a translator to translate informational documents and resources in Spanish both in hard copy and electronically. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Bilingual parent liaisons and translators support parent engagement in the educational process and provides additional support to the families of English Learners, Low Income students and Foster Youth.

Research shows that engaged families who feel connected to the school and the resources available are more likely to have students take advantage of these resources, resulting in higher levels of student success. Such services will have the most impact on unduplicated students who have scored below expectations on student achievement measures.

Goal 5: Safe and Respectful Environments

Foster respectful, collaborative, safe and secure environments that support teaching and learning.

5.2.1 Implement evidence based programs with intentional focus on high risk students.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. The Prevention and Diversion drug/alcohol education program, Safety Outreach for Students bullying/fighting intervention program, and the Escondido Police Diversion Program are each research-based programs shown to keep students in school and in positive, learning environments. These services primarily support unduplicated students through behavior and social emotional supports towards academic success for college and career readiness.

5.2.2 Provide resources, programs and services that support a collaborative, safe and respectful learning culture and climate. This action/service is principally directed towards unduplicated students and is effective in increasing or improving services for these students. Unduplicated students will benefit from positive school climate as well as positive discipline systems. Suspension data indicates that targeted student populations need additional supports so they can better access the instruction throughout the day. Such support has the most impact on our unduplicated students who have had higher incidences of suspension.

Throughout the LCAP are actions and services which address the needs of ELs, FY and LI students designed to strengthen first best instruction, focused intervention, social emotional support and positive school climate. All systems in Escondido Union High School District will continue to be refined through careful, frequent monitoring.

The above rationale for increased and improved actions and services is supported by the following research:

- Darling-Hammond, L., Chung Wei, R., Andree, A., & Richardson, N. (2009) "Professional Learning in the profession: A status report on teacher development in the United States and abroad." Oxford, OH, National Staff Development Council
- Dweck, C.S. (2006). Mindset: The new psychology of success. New York: Random House.
- Fisher, D., Frey, N., Hattie, J., (2016). Visible Learning for Literacy: Implementing the Practices That Work Best to Accelerate Student Learning. Thousand Oaks, CA: Corwin.
- Fullan, M., & Quinn, J. (2016). Coherence, The right drivers in action for schools, districts and systems. Thousand Oaks, CA: Corwin.
- Goldenberg, C. "Unlocking the Research on English Learners: What We Know—and Don't Yet Know—about Effective Instruction." American Educator (Summer 2013):4-39. Print.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
>
> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
> >
> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
>
> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged
As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.
The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served
The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;

B. The Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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