# LCFF Budget Overview for Parents

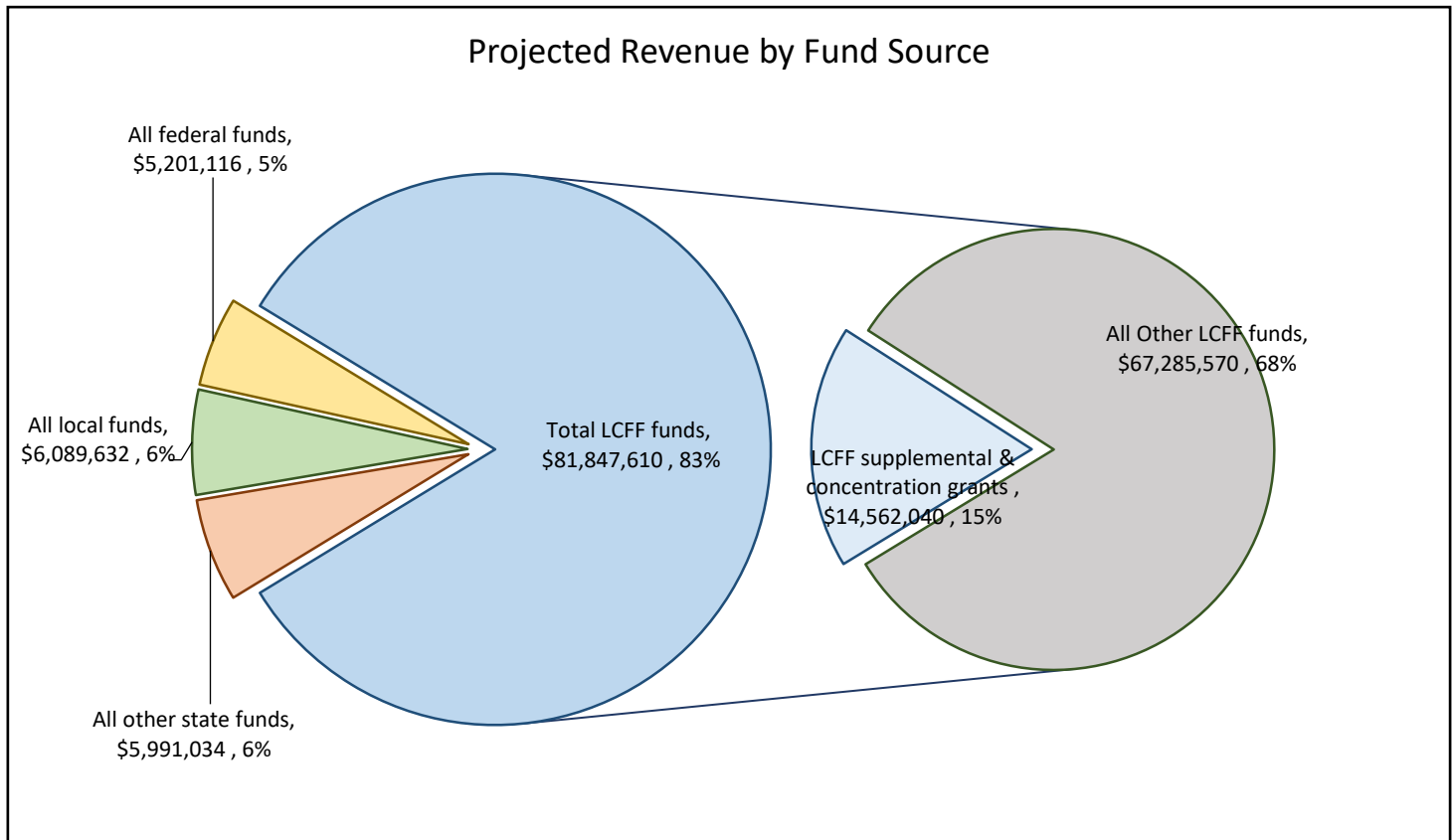Local Educational Agency (LEA) Name: Escondido Union High School District

CDS Code: 37681060000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: April Moore, Assistant Superintendent Educational Services

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

## Budget Overview for the 2019-20 LCAP Year



Projected Revenue by Fund Source

All federal funds, $5,201,116 , 5%

All local funds, $6,089,632 , 6%

All other state funds, $5,991,034 , 6%

Total LCFF funds, $81,847,610 , 83%

All Other LCFF funds, $67,285,570 , 68%

LCFF supplemental & concentration grants , $14,562,040 , 15%
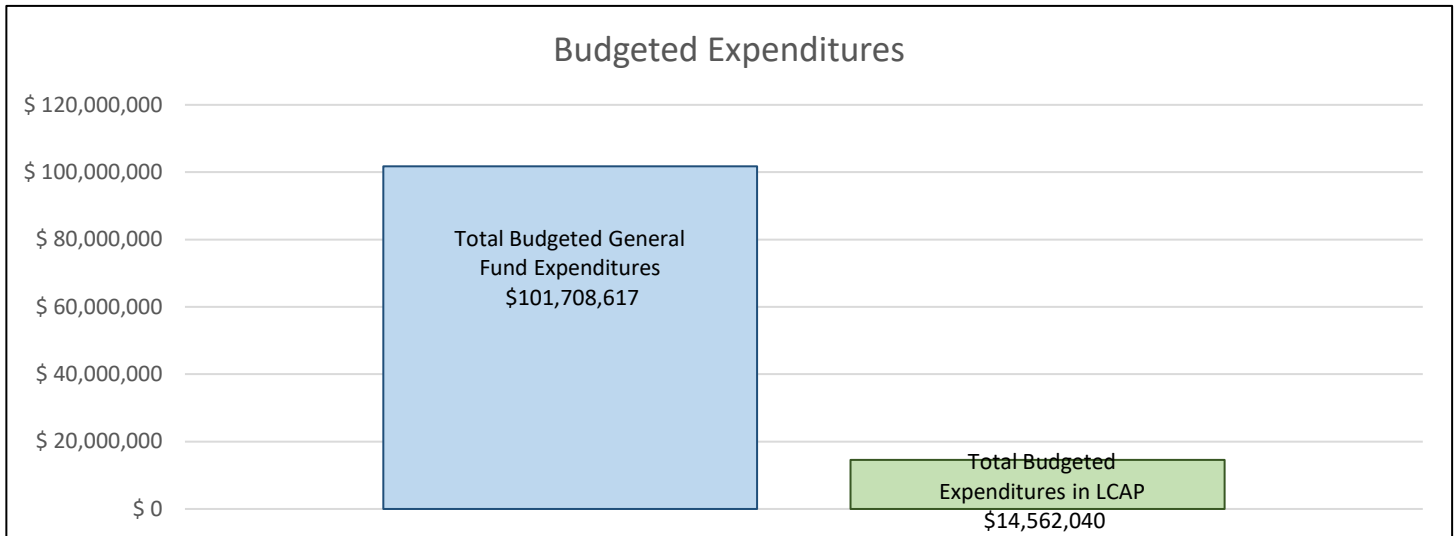
This chart shows the total general purpose revenue Escondido Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Escondido Union High School District is $99,129,392.00, of which $81,847,610.00 is Local Control Funding Formula (LCFF), $5,991,034.00 is other state funds, $6,089,632.00 is local funds, and $5,201,116.00 is federal funds. Of the $81,847,610.00 in LCFF Funds, $14,562,040.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

# LCFF Budget Overview for Parents

## Budgeted Expenditures



Total Budgeted General
Fund Expenditures
$101,708,617

Total Budgeted
Expenditures in LCAP
$14,562,040

This chart provides a quick summary of how much Escondido Union High School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Escondido Union High School District plans to spend $101,708,617.00 for the 2019-20 school year. Of that amount, $14,562,040.00 is tied to actions/services in the LCAP and $87,146,577.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
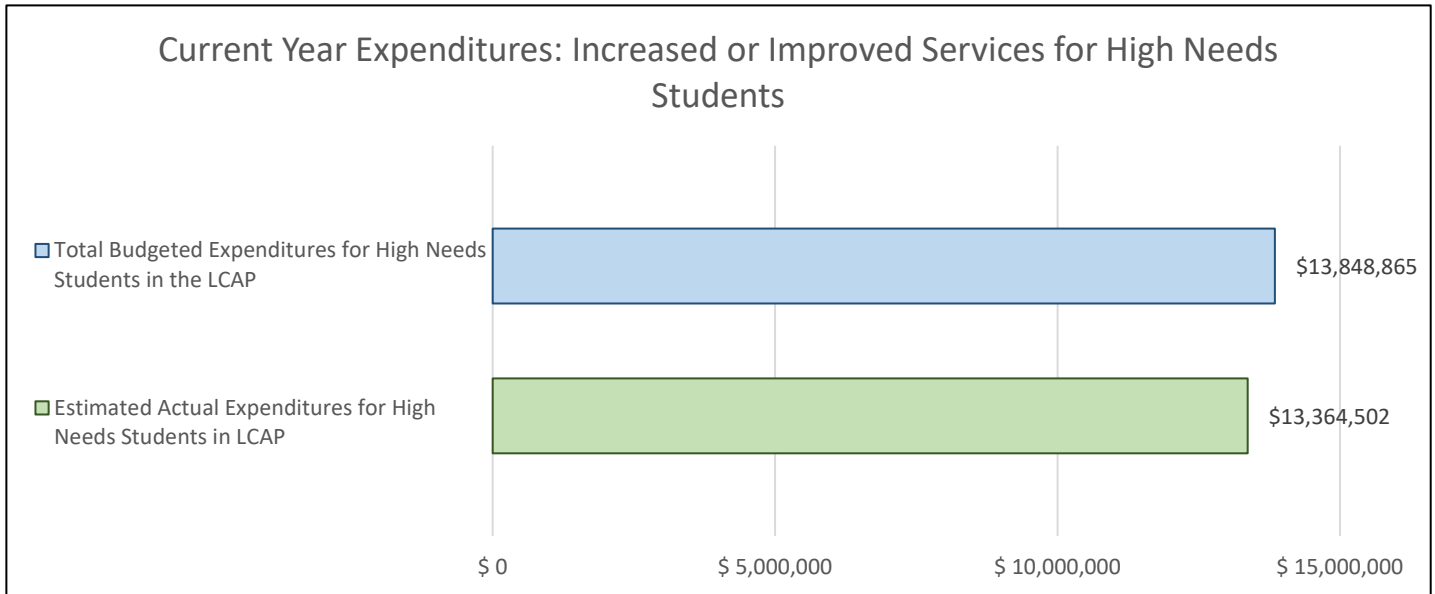
EUHSD budgets for a variety of expenses out of the General Fund including: employee salaries, benefits, utilities, instructional materials, classroom supplies, travel and conference expenses, legal services, field trips and athletics transportation, technology infrastructure and replacement, software, custodial supplies, and facility repairs. We also budget for Special Education costs such as Non-Public School expenses, transportation, and service contracts that exceed the amount of money we receive from State and Federal programs.

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Escondido Union High School District is projecting it will receive $14,562,040.00 based on the enrollment of foster youth, English learner, and low-income students. Escondido Union High School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Escondido Union High School District plans to spend $14,562,040.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19

### Current Year Expenditures: Increased or Improved Services for High Needs Students

| | Amount |
|---|---|
| Total Budgeted Expenditures for High Needs Students in the LCAP | $13,848,865 |
| Estimated Actual Expenditures for High Needs Students in LCAP | $13,364,502 |

Axis: $ 0 — $ 5,000,000 — $ 10,000,000 — $ 15,000,000

This chart compares what Escondido Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Escondido Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Escondido Union High School District's LCAP budgeted $13,848,865.00 for planned actions to increase or improve services for high needs students. Escondido Union High School District estimates that it will actually spend $13,364,502.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of $484,363.00 had the following impact on Escondido Union High School District's ability to increase or improve services for high needs students:

The difference between total budgeted expenditures and estimated actual expenditures for actions and services to increase or improve services did not impact the overall increased or improved services for high needs students in 2018-19. Any material difference between budgeted actions and services and estimated actuals is explained in the Annual Update section of the LCAP.

# Local Control Accountability Plan and Annual Update (LCAP) Template

| LEA Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Escondido Union High School District | Dr. April Moore Assistant Superintendent | amoore@euhsd.org 760-291-3250 |

# 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 7350 students. The unduplicated student population is 70.8% of the district's enrollment. 68.8% of students' accessing the Free and Reduced Lunch Program, 16.8% are English Language Learners and 0.4% are Foster Youth. Additionally, student demographic data shows our student population is 75.0% Hispanic, 16.9% White, 2.7%, Asian, 2.2% Black, and 2.2% Filipino. Our Special Education students represent 13.5% 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 2019-20 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. 91-106)
- 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. 107-117)
- 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. 118-132)
- 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.133-139)
- Goal 5 – Safe and Respectful Environments: EUHSD will cultivate respectful, collaborative, safe and secure environments that support teaching and learning. Two Actions/Services (pp.140-172)

# Review of Performance

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

## Greatest Progress

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 metrics and indicators:

UC/CSU "a – g" rate
EUHSD continues to increase the percentage of all students meeting "a – g" course completion. From 2014-15 to 2017-18, the UC/CSU "a-g" completion rate has increased from 39.3% to 45.1%. Of special note is the growth made by several student groups. The following percentages show progress from 2014-15 to 2017-18: Hispanic from 28.5% to 32.5% to 39.2%; Redesignated Fluent English Proficient (RFEP) from 33.3% to 37.0% to 44.2%; Socio-Economically Disadvantaged (SED) from 29.8% to 32.6% to 40.6%; Foster Youth from 0.0% to 20.0% and English Learners from 0.0% to 8.5%.  Credit for this improvement can be attributed to the following:
1) improved guidance for students and professional learning around sound grading practices;
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 Escondido Compact, Palomar Health, and CSUSM ETS; and
6) credit recovery/acceleration options available in the Campus Online program before, during and after school.

Under this district target of increasing the 'a-g' rate, a particular focus area has been 9th graders passing Math and ELA College/Career Ready Courses.  From 2014-15 to 2017-18, the percentage of students passing with a C or better increased in ELA (74.8% to 76.4%) and Math (66.1% to 66.3%). Credit for these increases can be directly attributed to district-wide initiatives such as course-alike team learning in Professional Learning Communities (PLC), Academic Deans, 9th Grade Academies and alternative opportunities for students to make up work.

Suspension Rate- "Green"
EUHSD Suspension Rate continued to improve from the previous year and has improved every year since the CA Dashboard was released. Suspension Rate data for all students decreased at a level of 0.5% for 2017-18 and decreased by 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 and has maintained at Green for the past two years. The District recognized 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.146);
2) additional positions for a bilingual psychologist to address social/emotional and behavioral needs of Special Education students (Goal 3 p.124);
3) in 2016-17, an additional social worker (Goal 3 p.124) and parent liaisons (Goal 4 pp.136-137) were hired at all school sites;
4) attendance at equity focused professional learning by several EUHSD administrators and teachers over the course of three years;
5) parent workshops on student behaviors and academic supports conducted by EUHSD Parent Liaisons (Goal 4 p. 136);
6) 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.145);
7) district wide training on wrap around supports such as Trauma Informed Care strategies and cultural proficiency trainings for staff. (Goal 2 p.112)

In addition, EUHSD is making significant improvements around providing a coherent system of supports and programs around classroom instruction, social-emotional health and instructional leadership. EUHSD teacher teams are engaging around meaningful and targeted professional learning that promotes collaborative inquiry. Site run professional learning is building capacity of

staff to focus on increasing enrollment in advanced courses for all students and implementing teacher-initiated standards-based grading. Site-based instructional coaches are increasingly perceived as meaningful resources for staff and there is an emphasis on growing teachers' professional expertise through structures such as teaching studios and collaborative teaching. Social workers, parent liaisons, college & career techs are making significant impact on campuses. Implementing these district-wide supports, through the LCAP development process, has allowed the district to norm how we provide services. EUHSD has also made progress in how administrators are supported with teacher coaching by implementing district-wide digital feedback tools while calibrating around best-practices. Work has begun on crafting and implementing an EUHSD Coherence Framework that strives to produce equitable outcomes around the College & Career Indicator (CCI), literacy and math. At the framework's core, EUHSD will improve pedagogy by monitoring evidence of impact through collaborative inquiry cycles. EUHSD is striving to provide a 21st Century, world-class education that is built on shared leadership and a continuous improvement approach to serve ALL students.

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

## Greatest Needs

The California School Dashboard provides districts with an accountability model that highlights areas to celebrate and grow. EUHSD does not have any Dashboard indicators in the overall "red" performance category. The following indicators are in the overall "orange" performance category: Graduation Rate, College/Career Indicator and Academic Performance in Math. EUHSD does not have any Local Indicators for which overall performance was "Not Met".

As part of the state's Differentiated Assistance (DA) model, San Diego County Office of Education (SDCOE) provides support in the identification of EUHSD's improvement areas utilizing a continuous improvement framework to address performance issues and disparities among student groups. EUHSD engaged in Year 1 support which consisted of a Data Institute, Study Session 1, Root Cause Analysis, Study Session 2 and three Action Periods in between each meeting.

EUHSD's DA team identified relevant local measure data (progress report grades, classroom walk through data, stakeholder interview results, student shadowing data, etc.) to be analyzed at the Data Institute and dove deeper into CA Dashboard and LCAP metrics. The team identified strengths, areas of need and performance gaps. In Study Session 1, the DA team consolidated learning from Action Period 1 and focused on a system analysis of problem. The LEA Self-Assessment (LEASA) aided to build the picture of how systems are contributing to the under-performance of students. The DA team chose Leadership & Governance as an entry point into the learning. The Root Causes investigation led the DA team to identify specific next steps during Action period 2. In the final Study Session, the DA team consolidated learning from Root Cause investigation, identified evidence-based practices, outlined improvement actions and recommendations to the LCAP.

The following outlines EUHSD's target indicators and student groups:
Graduation Rate- "Orange"

In 2017-18, EUHSD graduated 84.4% of students. The graduation rate declined by 2.4% from the previous year. Student groups that performed in the "red" category were English Learners, Homeless and Students with Disabilities.

College & Career Indicator (CCI)- "Orange"
In 2017-18, 43.2% of graduates were "prepared" for the College & Career Readiness Indicator. The rate declined from the previous year by 2.1%. Student groups that performed in the "red" category were African- American, Homeless and Students with Disabilities.

Academic Performance in Math- "Orange"
In Spring 2018, 76.9% eleventh graders who took the SBA Math scored below standard. The rate declined by 2.6% from the previous year. Student groups that performed in the "red" category were African-American, English Learners, Hispanic, Homeless and Socioeconomically Disadvantaged.

As a complement to the district's anticipated DA Year 2 level of support in 2019-20, EUHSD also plans to implement the following systems:

Ed Services & Principals- Provide structured co-learning for district leaders and principals to form a learning partnership focused on developing capacity of schools to achieve district goals and improve agreed-upon student learning priorities. This district team serves as a guiding coalition that engages in cycles of inquiry aimed at creating the key conditions for a coherent system of continuous improvement.
- Clarity of District Goals and School Priorities for Student Learning
- Culture of Shared Leadership and Systemic Collaboration
- Coherent Instructional Framework for Developing Collective Expertise
- Cycles of Evidence-based Inquiry for Continuous Improvement

Principal Collaborative- Provide structured co-learning for principals to develop communities of shared practice and engage district leaders in support of school improvement strategies. Principals develop expertise with implementing evidence-based inquiry cycles, discuss problems of practice and engage in forward planning by clarifying capacity building supports for school leadership teams and teacher teams. Principals develop capacity to fulfill the role of lead learner by modeling co-learning, shaping school culture and maximizing impact on student learning.

School Leadership Teams- Provide opportunities for principals and teacher leaders to collaboratively design, implement and refine school implementation plans with strategies for building school-wide capacity to improve teaching and learning around key student learning priorities. School leadership teams develop capacity to facilitate teacher team collaborative inquiry cycles that guide lesson design, precision of pedagogy and assessment for learning.

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 relief from social-emotional stresses. 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 students and parents experience meaningful and transformative supports to meet students' post-secondary and social-emotional needs. EUHSD plans to develop and implement a Multi-Tiered System of Supports so all students are provided with just-in-time supports to be college and career ready by the time they graduate from high school.

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

## Performance Gaps

The California School Dashboard provides districts with an accountability model that highlights areas to celebrate and grow. EUHSD is identified as having the following performance indicators where student groups were two or more performance levels below the "all student" performance:

Suspension Rate- "Green"
In 2017-18, the Suspension Rate was 3.8%. The rate improved by .5%. Student groups that performed in the "orange" category were Foster Youth and Two or More Races.

Graduation Rate- "Orange"
In 2017-18, EUHSD graduated 84.4% of students. The graduation rate declined by 2.4% from the previous year. Student groups that performed in the "red" category were English Learners, Homeless and Students with Disabilities.

College & Career Indicator (CCI)- "Orange"
In 2017-18, 43.2% of graduates were "prepared" for the College & Career Readiness Indicator. The rate declined from the previous year by 2.1%. Student groups that performed in the "red" category were African- American, Homeless and Students with Disabilities.

Academic Performance in Math- "Orange"
In Spring 2018, eleventh graders who took the SBA Math scored 93.3 points below standard. The performance declined by 12.9 points from the previous year. Student groups that performed in the "red" category were African-American, English Learners, Hispanic, Homeless and Socioeconomically Disadvantaged.

Academic Performance in English- "Yellow"
In spring 2018, eleventh graders who took the SBA ELA scored 4.5 points above standard. The performance declined by 7.8 points from the previous year. Student groups that performed in the "red" category were English Learners, Homeless and Students with Disabilities

EUHSD engaged in Differentiated Assistance Year 1 support activities which surfaced possible factors contributing to the low performance of some of the student groups. The team identified special education program design, cultural proficiency and leadership & governance as areas warranting further investigation. Steps EUHSD will take to address these performance gaps are described in detail in the Review of Greatest Needs section.

# Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

## Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Valley Continuation High School (VHS)

# Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

ESSA CSI resource that was granted this past spring, allows for a targeted focus towards supporting school administration capacity around improving graduation rate and implementing early interventions. Resources will support developing teacher leadership capacity and collaboration around improving teaching and learning through data inquiry cycles. Resources targeted toward a comprehensive online dashboard will be instrumental towards responding to just-in-time actionable data.

Needs Assessment: District staff supported VHS in developing the 19-20 School Plan for Student Achievement (SPSA) through district SPSA workshops, principal SPSA development meetings, digital tools/resources and specific needs assessment tools. Needs Assessment tools included comprehensive data slide decks around CA Dashboard Indicators, grade data and all LCAP metrics specific to the school. Site-specific Student Forum and LCAP Survey results/analytics around SPSA and LCAP Goals were provided to the school and site leaders conducted their own local needs assessment specific to site identified issues (i.e. attendance, tardies, etc.). Additionally, CSI root cause analysis and school action plan release days occurred with school administrators, teacher leaders and Ed Services staff on April 1, 2019 and May 10, 2019 to support SPSA development. Moving forward, these needs assessment components and further root cause analysis of multiple measures, including academic performance and well-being of student groups, will guide school staff to create a strategic focus for improving student equity, learning and performance. The 19-20 SPSA integrates the improvement plans and is in alignment with the LCAP. The plan delineates coherent strategies that connect student success indicators with high yield instructional supports and evidence of student learning to focus the collaborative work of teachers, counselors, site administrators and district staff for improving student learning outcomes and graduation rates.

Evidence-Based Interventions: Recognizing the need for technical support for CSI school improvement efforts, District leadership researched expert school turn-around organizations. SDCOE hosted the District Team Collaborative (January 25, 2019) and Districts On The Move (April 11, 2019) events where leading education reform authors, experts and district leaders shared evidence-proven research and best practices around coherent systems for school improvement. EUHSD partnered with the school service providers showcased at these SDCOE meetings and together supported VHS with identifying evidence-based interventions for SPSA development. The interventions were determined after the Root Cause Analysis release days identified persistent patterns around attendance, behavior/discipline, student identification & intake protocols, deficit perceptions of school, inconsistent collective efficacy in PLC teams and low student engagement. The school leadership team identified evidence-proven interventions and strategies that were relevant to the school context.

Resource Inequities: Annually, District leadership determines site allocation of federal funds by ranking schools using poverty criteria and specified ranking rules. Due to VHS's small size and extent of need, the school is provided with supplemental allocation so the school is able to provide an appropriate school-wide program. Ed Services staff supports the site with understanding nuances of required set-asides, centralized services, aligning SPSA actions and services with areas of greatest need, progress monitoring and program evaluation. This support occurs through SPSA workshops, principal meetings, budget meetings, digital Title I worksheets and collaborative needs assessment analysis. In developing the 19-20 SPSA, the site principal and School Site Council recognized that there are no material resource inequities. A significant portion of the school's SPSA

budget supports rigorous instruction through instructional coaching, professional learning and student supports for college and career readiness. These areas are directly aligned to the results of the needs assessment. Additional school needs related to chronic absenteeism, social-emotional supports and counseling services are provided through LCFF Supplemental & Concentration actions and services. One area that will be addressed through the implementation of the CSI plan is providing professional learning around Restorative Practices. This will take place over two days for the entire staff during teacher in-service days prior to the start of school.

## Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

EUHSD will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement through close examination of PLC protocols, live online dashboard data including progress grades, credit completion, student discipline/attendance data and measurable checks for understanding through school-wide systems.

PLC Structures: District will provide opportunities for teacher teams to collaboratively design, implement and refine 6 week instructional cycles as part of courses of study to improve student supports around key improvement areas.  Teacher teams develop capacity to collaboratively plan high yield instructional practices informed by timely assessments for learning that results in precision of pedagogy and improved student learning results. Teams will collect common assessment data that reflects students demonstrating higher order thinking skills. The collection of data will occur once or twice every six weeks and teams will reflect through data protocols how students met the defined teaching focus for the week/unit.  Teachers will reflect on student writing results that are graded on a common rubric. Week 1 PLC meeting will define the focus of the 6 week teaching and learning cycle. Week 6 PLC meeting will focus on student work analysis as well as analysis of student attendance, behavior and credit completion progress. There will be opportunities for another PLC meeting during the inquiry cycle to reflect on student assessment data if appropriate. District and site leads will support and participate in the teacher inquiry cycles.

Online Dashboard: Beginning in July 2019, the school will access a new online dashboard that provides live data around student achievement (progress grades & assessments), attendance, discipline, and other measurable data. This online tool is integrated with our Student Information System (SIS) and gradebook. It will provide live actionable data to staff and site/district leaders to monitor student progress around the identified areas in the CSI Plan and SPSA. After each Teacher Inquiry Cycle, site and district leaders will engage in meta reflections to analyze the data, review what action steps were implemented throughout the inquiry cycle and determine what supports are necessary if the plan is not meeting intended goals.

# Annual Update

**LCAP Year Reviewed:  2018-19**

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

# Goal 1

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**<br>Increase the English Learner Progress Indicator graduation rate by 3% as reported on the California School Dashboard<br><br>**18-19**<br>Increase from baseline by 2 %<br><br>Change to:<br>Increase the EL graduation rate by 2% as reported on the CA School Dashboard<br><br>**Baseline**<br>Status and Change data from 2014-15<br>71.2%; 2.5%<br>GREEN | Some of the Annual Measurable Outcomes are reflected by interim data that was available during stakeholder engagement and development of the 2019-20 LCAP. Though they are not always an exact match, they are associated with the final outcome data.<br><br>Please note, when reported, Foster Youth and Homeless number is 15 or more students and other student groups are 30 or more students.<br><br>The English Learner Graduation Rate for 2017-18 was 65.4% which is a 4.1% decrease as reported on the CA School Dashboard. |

|                | Expected                                                                 | Actual                                                                 |
|----------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------|

| 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

**18-19**
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.

**Baseline**
AMAO1-49.2%
AMAO2a-11.2%
AMAO2b-42.5%

---

There has been a delay in CDE reporting and results will be available late May.

---

**Metric/Indicator**
Increase the EL re-designation rate by 2%

**18-19**
Increase from 2017-18 by 2%

**Baseline**
16.4%

---

18-19
EL Re-designation rate is 18%.

---

**Metric/Indicator**
Increase by 2% the percent of 9th grade students earning a "C" or better in College/Career Ready ELA and Math classes

**18-19**
Increase from 2017-18 by 2%

**Baseline**
ELA
All-71.9%
Asian-88.6%
Black-74.8%
Filipino-87.5%
Hispanic-67.2%
White-85.6%
ELL-46.6%

---

2018-2019 Sem A

ELA
All – 74.1%
Asian – 97.4%
Black – 63.3%
Filipino – 93.8%
Hispanic – 71.0%
White – 84.0%
ELL – 56.6%
RFEP – 75.5%
Spec Ed – 68.0%
SED – 70.4%
Foster Youth – 88.9%
Homeless – 50.0%

MATH
All – 73.2%

| Expected | Actual |
|---|---|
| RFEP-73.3%<br>Spec Ed-72.2%<br>SED-66.5%<br>Foster Youth-90.0%<br>Homeless-40.4%<br><br>MATH<br>All-61.3%<br>Asian-93.2%<br>Black-45.8%<br>Filipino-80.8%<br>Hispanic-54.0%<br>White-83.8%<br>ELL-30.6%<br>RFEP-60.8%<br>Spec Ed-60.7%<br>SED-53.4%<br>Foster Youth-80.0%<br>Homeless-32.0% | Asian – 97.4%<br>Black – 73.3%<br>Filipino - 100%<br>Hispanic – 69.2%<br>White – 85.4%<br>ELL – 52.2%<br>RFEP – 75.9%<br>Spec Ed – 55.9%<br>SED – 69.3%<br>Foster Youth – 60.0%<br>Homeless – 34.8% |
| **Metric/Indicator**<br>Increase the percent of 11th grade students that meet or exceed standards as established for CAASPP by 2%<br><br>**18-19**<br>Increase from 2017-18 by 2%<br><br>Change to:<br>Increase the percent of 11th grade students that meet or exceed standards as established for CAASPP by 1%; 2% to close the achievement gaps<br><br>**Baseline**<br>ELA<br>All-59.9%<br>Asian-88.7%<br>Black-57.5%<br>Hispanic-54.6%<br>White-71.0%<br>ELL-6.6%<br>RFEP-66.0%<br>Spec Ed-16.3%<br>SED-54.9%<br>Homeless-30.4% | 2017-2018<br><br>ELA<br>All - 56.8%<br>Asian - 83.0%<br>Black - 47.7%<br>Hispanic - 51.6%<br>White - 71.6%<br>ELL - 5.2%<br>RFEP - 62.8%<br>Spec Ed - 14.5%<br>SED - 51.7%<br>Foster Youth - 66.7%<br>Homeless - 35.1%<br><br>MATH<br>All - 23.1%<br>Asian - 62.3%<br>Black - 6.7%<br>Hispanic - 16.3%<br>White - 42.5%<br>ELL - 1.4% |

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%

RFEP - 20.4%
Spec Ed - 3.4%
SED - 16.5%
Foster Youth - 16.7%
Homeless - 8.5%

**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%

**18-19**
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.

**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%

2017-2018
ELA
All - 22.2%
Asian - 56.6%
Black - 11.4%
Hispanic - 16.2%
White - 38.9%
ELL - 0.5%
RFEP - 21.9%
Spec Ed - 1.8%
SED - 16.5%
Foster Youth - 33.3%
Homeless - 12.3%

MATH
All - 7.3%
Asian - 35.8%
Black - 2.2%
Hispanic - 3.5%
White - 17.8%
ELL - 0.5%
RFEP - 5.8%
Spec Ed - 1.1%
SED - 4.4%
Foster Youth - 0.0%
Homeless - 1.7%

| Expected | Actual |
|---|---|
| Hispanic-4.5%<br>White-15.4%<br>ELL-0%<br>RFEP-6.8%<br>Spec Ed-1.3%<br>SED-5.4%<br>Homeless-4.3% | |
| **Metric/Indicator**<br>Increase the percent of 12th grade students completing Expository Reading and Writing Course (ERWC) with a C or better by 2%<br><br>**18-19**<br>Increase from 2017-18 by 2%<br><br>Remove this metric as it is already included in a-g completion metric.<br><br>**Baseline**<br>All-76.8%<br>Hispanic-76.2%<br>White-77.4%<br>Black-76.2%<br>Asian-82.6%<br>Filipino-97.2%<br><br>EL-61.5%<br>RFEP-77.3%<br>SWD-77.4%<br>SED-76.2%<br>Foster-66.7% | This metric has been removed as it is already included in a-g completion metric. |
| **Metric/Indicator**<br>Increase the percent of students scoring 3 or higher on an Advanced Placement (AP) exam by 2%<br><br>**18-19**<br>Increase from 2017-18 by 2%<br><br>Change to:<br>Increase by 1% students scoring 3 or higher on an AP exam; 2% to close the achievement gaps<br><br>**Baseline**<br>All-55.8%<br>Asian-57.2% | 2017-2018<br><br>All - 51.6%<br>Asian - 51.6%<br>Black - 51.3%<br>Filipino - 55.2%<br>Hispanic - 47.3%<br>White - 60.5%<br>ELL - 86.0%<br>RFEP - 47.3%<br>Spec Ed - 27.6%<br>SED - 47.4%<br>Foster Youth - 17.6%<br>Homeless - 47.6% |

| Expected | Actual |
|---|---|
| Black-62.0%<br>Filipino-41.3%<br>Hispanic-51.0%<br>White-64.3%<br><br>ELL-84.0%<br>RFEP-49.3%<br>Spec Ed-44.4%<br>SED-51.0%<br>Foster Youth-90.0% | |
| **Metric/Indicator**<br>Increase the percent of students enrolled in AP courses by 2%<br><br>**18-19**<br>Increase from 2017-18 by 2%<br><br>Change to:<br>Increase the percent of students enrolled in AP courses by 1%; 2% to close access gaps<br><br>**Baseline**<br>All-8.3%<br>Asian-20.7%<br>Black-6.6%<br>Filipino-14.3%<br>Hispanic-5.7%<br>White-15.1%<br>ELL-0.6%<br><br>RFEP-7.0%<br>Spec Ed-0.4%<br>SED-6.1%<br>Foster Youth-0%<br>Homeless-2.7% | 2018-2019 Sem B<br><br>All - 9.8%<br>Asian – 19.9%<br>Black – 7.7%<br>Filipino – 16.5%<br>Hispanic – 8.1%<br>White - 14.9%<br>ELL - 0.9%<br>RFEP - 10.6%<br>Spec Ed – 1.3%<br>SED - 8.2%<br>Foster Youth – 2.7%<br>Homeless – 2.9% |
| **Metric/Indicator**<br>Increase the AP Index by 2%<br><br>**18-19**<br>Increase from the baseline by 2%<br>Remove this metric due to 10th graders participating in AP in larger numbers | This metric has been removed due to 10th graders participating in AP in larger numbers. |

|                                    | Expected | Actual |
|------------------------------------|----------|--------|

|                                                                 |                                                                 |
|-----------------------------------------------------------------|-----------------------------------------------------------------|
| **Baseline**<br>All-53.9%                                       |                                                                 |
| **Metric/Indicator**<br>Increase the percent of students meeting the UC a-g requirements by 2%<br><br>**18-19**<br>Increase from 2017-18 by 2%<br><br>Change to:<br>Increase from 2017-18 the percent of students meeting the UC a-g requirements by 1%; 2% to close the achievement gaps<br><br>**Baseline**<br>All-39.5%<br>Asian-71.4%<br>Black-46.2%<br>Filipino-53.8%<br>Hispanic-32.5%<br>White-53.0%<br><br>ELL-0%<br>RFEP-37.0%<br>Spec Ed-4.3%<br>SED-32.6%<br>Homeless-15.0% | 2017-2018<br><br>All - 45.1%<br>Asian - 80.3%<br>Black - 36.4%<br>Filipino - 61.5%<br>Hispanic - 39.2%<br>White - 57.6%<br>ELL - 8.5%<br>RFEP - 44.2%<br>Spec Ed - 8.5%<br>SED - 40.6%<br>Foster Youth - 20.0%<br>Homeless - 27.6% |
| **Metric/Indicator**<br>Increase the percent of students qualifying for the Seal of Biliteracy by 2%<br><br>**18-19**<br>Increase from 2017-18 by 2%<br><br>**Baseline**<br>All-15.7%<br>Asian-11.4%<br>Black-2.8%<br>Filipino-2.6%<br>Hispanic-21.1%<br>White-6.0%<br>ELL-1.8%<br>RFEP-23.2%<br>Spec Ed-0.9%<br>SED-19.3%<br>Homeless-16.7% | Tentative 18-19:<br>(This is preliminary and includes ALL candidates pending AP results and/or Sem B course completion)<br><br>2018-2019<br>All - 15.6%<br>Asian – 1.9%<br>Black - 0.0%<br>Filipino - 7.5%<br>Hispanic - 19.6%<br>White - 6.3%<br>ELL - 0.0%<br>RFEP - 25.2%<br>Spec Ed - 0.0%<br>SED - 17.8%<br>Foster Youth - 0.0%<br>Homeless - 7.7% |

|  | Expected | Actual |
|--|----------|--------|

| Expected | Actual |
|----------|--------|
| **Metric/Indicator**<br>Increase the percent of students qualifying as CTE completers by 2%<br><br>**18-19**<br>Increase from 2017-18 by 2%<br><br>**Baseline**<br>All-3.6%<br>Asian-1.6%<br>Black-3.8%<br>Filipino-3.4%<br>Hispanic-3.7%<br><br>White-3.3%<br>ELL-2.5%<br>RFEP-4.0%<br>Spec Ed-4.2%<br>SED-4.0% | 18-19  data is not available at time of approval,.<br><br>2017-2018<br><br>All - 2.3%<br>Asian - 1.3%<br>Black - 3.0%<br>Filipino - 0.0%<br>Hispanic - 2.4%<br>White - 2.0%<br>ELL - 1.4%<br>RFEP - 2.7%<br>Spec Ed - 2.4%<br>SED - 2.5%<br>Foster Youth - 13.3%<br>Homeless - 2.0% |
| **Metric/Indicator**<br>Increase the percent of courses that are aligned to state standards, focusing on ELA, ELD, math and NGSS.<br><br>**18-19**<br>Increase from the baseline by at  5%<br><br>Change to:<br>Maintain or increase by 5% the level of standards implementation as reported on the CA School Dashboard Local Indicator<br><br>**Baseline**<br>Establish the baseline for the percent of courses aligned to state standards in ELA, ELD, math and science by using classroom walk data. | 100% of  ELA courses are aligned to state standards.<br><br>100% of math courses are aligned to state standards.<br><br>100% of History/Social Science courses are aligned to state standards.<br><br>94.4% of science courses, including electives, are aligned to state standards. |
| **Metric/Indicator**<br>Maintain 100% sufficiency of standards–aligned instructional materials<br><br>**18-19**<br>100%<br><br>**Baseline**<br>100% | Reported at the Board of Trustees meeting on September 11, 2018<br><br>100% sufficiency of standards-aligned instructional materials. |

## 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<br>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.<br>1.1.1.1. Include special education teachers in the curriculum revision and unit development process<br>1.1.2 Incorporate the use of appropriate technology so that students have the necessary skills to graduate college and career ready.<br>1.1.3 Continue plans to ensure fair, equitable and consistent grading practices.<br>1.1.4 Provide core and supplementary standards-aligned instructional materials to support implementation of course revisions.<br>1.1.5 Provide materials, supplies, other resources and operational services to support all curricular and co-curricular programs. | 1.1.1<br>CTE teachers met with local community college teachers to revise curriculum for post-secondary vertical alignment. The outcome of this work was a 283% increase in articulation agreements.   The following CTE courses have been rewritten to align with CTE Standards and have been approved in Phase 1 'a-g':  Digital Photography/Imagining; Screen Printing, Construction 1, Construction 2, and Healthcare Career Fundamentals.   The following courses will be submitted for 'a-g' in Phase 2:  Agriculture Science, Agriculture Business, Advanced Visual/Commercial Art (Capstone); Intermediate Film/Video (Concentrator) and Advanced Film/Video (Capstone).<br><br>Earth Systems and Anatomy and Physiology were re-written to the Next Generation Science Standards (NGSS) with common performance tasks. Instructional units for these courses were planned in a two-day Science Summer Institute with plans for the common assessments.  Essential standards were identified for all NGSS courses to support cycles of inquiry that use common formative | 1.1.1 1000-1999: Certificated Personnel Salaries Base $44,000<br><br>1.1.1 3000-3999: Employee Benefits Base $9,000<br><br>1.1.2 4000-4999: Books And Supplies Base $200,000<br><br>1.1.2 5000-5999: Services And Other Operating Expenditures Base $100,000<br><br>1.1.4 4000-4999: Books And Supplies Base $535,000<br><br> 4000-4999: Books And Supplies Base $4,150,000<br><br>1.1.5 5000-5999: Services And Other Operating Expenditures Base $8,159,715<br><br>$9,197,715 and $9,290,260 | 1.1.1-1.1.5 1000-1999: Certificated Personnel Salaries LCFF Base $11,849<br><br>1.1.1-1.1.5 3000-3999: Employee Benefits LCFF Base $2,015<br><br>1.1.1-1.1.5 4000-4999: Books And Supplies LCFF Base $2,159,672<br><br>1.1.1-1.1.5 5000-5999: Services And Other Operating Expenditures LCFF Base $7,116,724 |

assessments in PLCs.  Standards based grading at the three comprehensive high schools was piloted and summative assessment tasks were revised. Vision and mission statements have been adopted in Science to clarify instructional practices for NGSS and are being used to support goal setting in Teaching Studios.  A plan for a recommended science course sequence was developed at each site so that students have access to all the NGSS.  All special education science teachers participated in the PLC release work and are scheduled to participate in the teaching studios. Anatomy and Physiology teachers are pursuing a competency based articulation agreement with Palomar College.  Anatomy and Physiology teachers participated in common assessment development and professional learning with Palomar College faculty to support students successfully transitioning to college level science learning.

New this year, Math 4 is the final course in the Integrated pathway. The district's Math 4 teachers met regularly throughout the year to discuss pacing of units and prioritizing and defining the curricular focus for this course. An Opt-in Honors program was initiated at the three comprehensive sites for Math 2 – 4.  This provides options for any student to delve more deeply into

the mathematical topics in each of the four courses and receive an "Honors" designation on their transcripts.
Representatives from each comprehensive site for Math 3 have met throughout the year to develop common assessments using our curricular resources. Math 1 and 2 teams have met to identify priority standards/essential math topics for each of the first five units from Math 1 and Math 2, including developing assessments.

English Language Arts teachers continue to refine curriculum, instruction and assessments to better align to high expectations and state standards.

American Government, Economics and World History courses were revised to align to the 2016 California Framework.  These newly revised courses are being taught for the first time this school year and feature more rigorous reading and writing tasks.

A draft of the Language and Culture Support curriculum aligned to ELD standards and with an emphasis on CCSS-ELA Foundational Literacy standards has been written.

1.1.1.1
Special education teachers are included in Subject Area Council meetings, School Curriculum Council meetings, and the

curriculum development process as courses are developed and/or revised.

Special Education teachers participated in piloting new ELA materials in both basic courses and co-taught classes.

1.1.2
All ELA/ELD, social science and science classes have a cart of laptops for student use. 1,450 laptops have been replaced on a planned 5-year cycle, mostly in ELA/ELD classes. Use of Canvas Learning Management System (LMS): 135 published courses, used by 65 teachers, 3,622 students logged in.

Use of Canvas LMS: 144 published courses, used by 71 teachers, 5,064 assignments, 3,601 students logged in.

1.1.3
Professional learning regarding standards-based grading took place at each school site with a goal of providing the research and sharing best practices with all educators. Data from follow-up surveys will be used to guide future professional development offerings. Further work in this area will be pending the outcome of negotiations on this topic.

Over the course of the year, grade-level teams at several schools

continued to implement standards-based grading to create equity in grading practices and provide evidence of student mastery of standards.

1.1.4
Teachers at EHS, OGHS, and SPHS piloted new English Language Arts materials during semester B and led students through materials from two publishers from January 9 through April 5.   This group has engaged in deep and rich professional learning around the ELA/ELD Framework and in March recommended Spring Board as the new adoption. The selected core resource was submitted in May for Board review and was submitted to be approved at the June 2019 board meeting. These new materials are comprehensive textbooks with instruction and assessment components.

ELD teachers are beginning the process of reviewing updated materials from Edge that are standards-aligned. ELD teachers will pilot materials during the 19-20 school year for adoption in 20-21.

1.1.5
All curricular and co-curricular programs were fully supported in 18-19.

## Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 1.2. Increased and/or Improved Supplemental Services<br>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.<br>1.2.2 Provide English Learners additional support in order to be successful in rigorous academic content in core classes.<br>1.2.2.1 Based on number of enrolled students, offer separate ELD I, math and elective classes for SIFE and traditional newcomer students.<br>1.2.2.2 Use bilingual instructional aides to support EL students in content classes.<br>1.2.2.3 Provide collaborative or reduced class size in sheltered classes to clusters of EL students.<br>1.2.3 Inform best practices by analyzing data from metrics, assessments and other sources, including research.<br>1.2.3.1 Contract with EAB to evaluate district developed LCAP metrics to help ensure they measure program effectiveness.<br>1.2.4    Career Technical Education Pathways/Curriculum Alignment<br>1.2.5    Site Discretionary Funds to support academic achievement | 1.2.1<br>Computer technicians successfully deployed 1,450 laptops to replace aging classroom technology. All teachers' computers have been updated with new software. Technicians support sites in the following ways:<br>• Administer/support the proper operation of the computer systems and network for students and staff.<br>• Support all aspects of network communication including phone and computer systems.<br>• Annually re-image every computer device<br>• Support all aspects of online state testing through secure browsers on all testing devices.<br><br>Turn It In usage: 8,116 papers submitted, 11,484 similarity reports run, 2,257 papers received and 32,011 pieces of individualized feedback (14.2 per paper).<br><br>Learning Center Lab Classroom Assistants (LCA) continue to support independent study students and technology in the Learning Centers.<br><br>1.2.2.1 | 1.2.1 to 1.2.5<br>1000-1999: Certificated Personnel Salaries Supplemental and Concentration $970,257<br><br>1.2.1 to 1.2.6 2000-2999: Classified Personnel Salaries Supplemental and Concentration $758,179<br><br>1.2.1 to 1.2.6 3000-3999: Employee Benefits Supplemental and Concentration $669,442<br><br>1.2.1 to 1.2.6 4000-4999: Books And Supplies Supplemental and Concentration $311,616<br><br>1.2.1 to 1.2.6 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $214,191<br><br>1.2.4 7000-7439: Other Outgo Supplemental and Concentration $29,269<br><br>$2,952,954 and $2,199,971 | 1.2.1 to 1.2.5 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $841,238<br><br>1.2.1 to 1.2.5 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $560,479<br><br>1.2.1 to 1.2.5 3000-3999: Employee Benefits LCFF Supplemental and Concentration $615,535<br><br>1.2.1 to 1.2.5 4000-4999: Books And Supplies LCFF Supplemental and Concentration $142,357<br><br>1.2.1 to 1.2.5 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $40,362 |

EUHSD continued to offer two support classes in 18-19 to meet the needs of the growing numbers of Students with Interrupted Formal Education (SIFE) from Guatemala and Mexico and accelerate their content and language learning. ELD Math Literacy elective is specifically designed for SIFE English Learners who are significantly below grade level due to gaps in formal schooling. In this course, fundamental numeracy skills are taught in tandem with academic content and language. SIFE Language and Culture elective provides support in formal education structures and foundational literacy skills. Both of these electives were offered at all three comprehensive high schools meeting the needs of approximately 60 students during the 18-19 school year.

1.2.2.2
Newcomer EL students were provided with a Bilingual Instructional Assistant (BIA). The purpose of BIAs is to support students in learning content and language in their courses; BIAs foster independence in students through the gradual release of supports over the course of the school year. BIA support includes, but is not limited to, interpreting as needed, facilitating small groups, and one-on-one coaching of students so that they can independently participate in class.

BIAs received training from Hola Services on how to interpret and translate in academic settings. Additionally, all BIAs met monthly with their AP over ELs or EL TOSA for professional learning and to reflect on their work. The focus for the year was on how to build independence in students, so they do not over-rely on the BIAs.

1.2.2.3
Sheltered Collab taught math classes were provided at all three comprehensive high schools. This course is co-taught with a math teacher and an English Language Development teacher who provides language supports for students to access the content. Since the inception of this course, students have been passing the course in greater numbers.

ELD Cluster in the Core classes were also provided at all three comprehensive high schools. Cluster courses are core science and social science classes that include a teachable cluster of ELs concurrently enrolled in ELD 2 or ELD 3. Students are placed in a heterogenous class with native English speakers.

All comprehensive sites had a Cluster ELD professional learning day where teachers learned about the Cluster model, the rationale for the work, the supports available for students and them, strategies for

utilizing BIAs, and suggested Language Objectives for their content.

Additionally, EHS, SPHS, and OGHS hosted two Teaching Studios where cluster teachers all participated. One teacher and their BIA co-planned a lesson with the EL Specialist that showcased the teaching of ELD standards and how to strategically use BIAs in the classroom.

1.2.3
Data Technicians supported sites by providing district data from metrics, assessments and other sources.

1.2.3.1
EAB (Education Advisory Board) is a research agency and provided services around research-based best practices, models, and professional learning for college and career readiness. In particular, EAB supported administrators in reviewing career technical education plans and implementation, student selection processes for increasing participation in advanced placement courses, and supporting all students in preparing for and succeeding in college after high school.

1.2.4
Teachers met with local community college teachers to revise curriculum for post-

secondary vertical alignment. The outcome of this work was a 283% increase in articulation agreements. The following CTE courses have been rewritten to align with CTE Standards and have been approved in Phase 1 'a-g' Digital Photography/Imagining; Screen Printing, Construction 1, Construction 2, and Healthcare Career Fundamentals. The following courses will be submitted for 'a-g' in phase 2: Agriculture Science, Agriculture Business, Advanced Visual/Commercial Art (Capstone); Intermediate Film/Video (Concentrator) and Advanced Film/Video (Capstone).

1.2.5
Site-based allocations aligned to Goal 1 action and service priorities were used to support academic achievement. District keeps internal accounting to verify appropriate expenditures of funds.

## Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 1.3 Targeted Supplemental Services<br>1.3.1 Provide instructional aides for students enrolled in ELD classes.<br>1.3.2 Offer support classes for students enrolled in ELD.   Reduce class size in both core and support ELD classes. | 1.3.1<br>Newcomer EL students were provided with a Bilingual Instructional Assistant (BIA).  The purpose of BIAs is to support students in learning content and language in their courses; BIAs foster independence in students through the gradual release of | 1.3.2 1000-1999: Certificated Personnel Salaries Title I $283,498 | 1.3.2-1.3 1000-1999: Certificated Personnel Salaries Title I $335,187 |
| | | 1.3.2 3000-3999: Employee Benefits Title I $103,775 | 1.3.1-1.3.3 3000-3999: Employee Benefits Title I $129,162 |
| | | 1.3.2/1.3.3 4000-4999: Books And Supplies Title I $90,000 | 1.3.3 4000-4999: Books And Supplies Title I $424 |

| | | | |
|---|---|---|---|
| 1.3.3 Provide evidence-based instructional support to identified at-risk 9th grade students.<br><br>1.3.4 Inform best practices by analyzing data from metrics, assessments and other sources, including research. | supports over the course of the school year.   BIA support includes, but is not limited to, interpreting as needed, facilitating small groups, and one-on-one coaching of students so that they can independently participate in class.<br><br>BIAs received training from Hola Services on how to interpret and translate in academic settings. Additionally, all BIAs met monthly with their AP over ELs or EL TOSA for professional learning and to reflect on their work. The focus for the year was on how to build independence in students, so they do not over-rely on the BIAs.<br><br>1.3.2<br>All comprehensive school sites implemented ELD I-III support sections.<br><br>All ELD teachers gathered for Data Reflection Sessions throughout the school year in which ELPAC data and shared writing was examined through the work through the lens of the unit target standards. At these sessions, response plans were created to address students strengths and needs.<br><br><br>1.3.3<br>One section of 9th grade Literacy Support class was offered at OGHS. The course is designed to be closely aligned with the English 9P course as a preview/review of | 1.3.4 5000-5999: Services And Other Operating Expenditures Title I $46,000<br><br>1.3.1- Title III EL 2000-2999: Classified Personnel Salaries Title III $66,510<br><br>1.3.1- Title III EL 3000-3999: Employee Benefits Title III $24,600<br><br>1.3.2- Title III IMM 1000-1999: Certificated Personnel Salaries Title III $2,920<br><br>1.3.2 Title III IMM 1000-1999: Certificated Personnel Salaries Title III $1,080<br><br>$618,383 and $581,341 | 1.3.2-1.3.4 5000-5999: Services And Other Operating Expenditures Title I $49,506<br><br>1.3.1 - Title III EL 2000-2999: Classified Personnel Salaries Title III $57,387<br><br>1.3.1 - Title III EL 3000-3999: Employee Benefits Title III $6,365<br><br>1.3.2 - Title III IMM 1000-1999: Certificated Personnel Salaries Title III $3310 |

the core content to ensure student a-g success.

Materials and supplies to support safe and healthy students were provided for the physical education departments.

1.3.4
Contract for services by Illuminate continued this year to provide student achievement data from state assessments as well as to administer common assessments utilized by teacher PLC teams district-wide.

Contract for services Qualtrics was new for 18-19 which provided district with data analytics on key metrics as well as a survey platform to supply data around local indicators such as professional learning and parent engagement.

# 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. Plans for revision are in place and work will continue throughout the 2019-20 school year. ELA/ELD teams piloted instructional materials and there will be a 2019-20 ELA adoption. The ELD adoption will take place in the 2020-21 school year. Technology integration was a primary commitment with hardware and training for integrated use provided to teachers of all courses. All components of the English Learner program were implemented including support courses for Students with Interrupted Formal Education (SIFE) at all three comprehensive sites. Bilingual Instructional Aides and Teachers on Special Assignment (TOSAs) specializing in programs and content areas were integrated at all sites. 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 forums 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.

Successes
Anecdotal reports from Math 1 teachers indicate that students exiting the ELD Math Literacy course for SIFEs are well-prepared for Math 1 courses. The implementation of ELD Math Literacy and Language and Culture support courses on the three comprehensive sites has provided support to our growing number of SIFE students, showing a strong responsiveness to the needs of the Escondido community.  9th grade academies have decreased the number of all students, including student group populations, failing to pass Math 1 and English 9 with a C or better, as evidenced by SemA grades. A unanimous decision led to the ELA materials adoption for the 19-20 school year to support college and career readiness for all student groups.

Challenges
In response to the academic achievement data in support of Goal 1 as well as evidence requiring a coherent system of support for the various programs, a program monitoring tool and system has been drafted and will be finalized to be implemented across LCAP actions and services for 2019-20. Achievement data (outlined above) indicates that a systems-wide shift in instructional leadership actions is warranted for all students to meet college and career readiness learning outcomes. This includes continued focus on developing an assessment continuum so district and sites can monitor student learning at multiple points throughout the year. Basic systems have been implemented and through the on-going coherence work designed for 2019-20, staff will implement promising practices and evidence-proven program features. MTSS implementation plans are being developed by task force to better align consistent and stream-lined system of supports for students (Goal 3, Planned Actions & Services p.125).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Goal 1 Actions, the material differences between budgeted expenditures from actual expenditures was due to the following:
- Learning Center Lab Classroom Assistants were not converted to 8 hour full time positions due to changes in program structure resulting in reduced need for an additional full time Lab Classroom Assistant.
- At the time of LCAP budget development, CTE resource ($553,067 total budget) was budgeted towards LCFF Supplemental/Concentration (S/C) amounts. After LCAP approval, budgets changed and CTE resource was removed from LCFF S/C funds.

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.

Change:
Action and Service 1.1.3 Continue plans to ensure fair, equitable and consistent grading practices will be removed from the 2019-20 LCAP as preliminary work through the Grading Committee, Executive Summary and recommendations on grading policies and practices has concluded. Moving forward, teachers in collaboration with their site teams will determine how to support equitable academic outcomes for all students as it pertains to grades (Goal 1, Planned Actions & Services p. 99).

Action and Service 1.2.3.1 Contract with EAB to evaluate district developed LCAP metrics to help ensure they measure program effectiveness, will change for 2019-20 to 1.2.3.1 Contract with EAB (Education Advisory Board) to provide services around research-based best practices, models, and professional learning for college and career readiness. This change better reflects the services provided by EAB (Goal 1, Planned Actions & Services p.102).

An additional Expected Annual Measurable Outcomes will be added for 2019-20: Increase CTE enrollment by 1% (Goal 1, Expected Annual Measurable Outcomes p. 97).

Action and Service 1.2.5 will change to: Site-based allocations aligned to Goal 1 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds (Goal 1, Planned Actions & Services p. 102).

# Annual Update

**LCAP Year Reviewed:  2018-19**

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

# Goal 2

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**<br>Maintain at 100% the percent of teachers that are appropriately credentialed and assigned<br><br>**18-19**<br>Maintain at 100%<br><br>**Baseline**<br>All-100% | 100% of teachers are appropriately credentialed and assigned. |
| **Metric/Indicator**<br>Maintain at 0% the mis-assignments and vacancies<br><br>**18-19**<br>Maintain at 0%<br><br>**Baseline**<br>Maintain at 0% | There are 0% misassignments and vacancies. |
| **Metric/Indicator**<br>Increase the percent of staff responding positively to professional learning feedback survey by 3% | Maintain or increase the level of professional learning implementation as reported on the CA School Dashboard local indicator. |

| Expected | Actual |
|---|---|
| **18-19**<br>Increase from previous year by 3%<br><br>Change to:<br>Maintain or increase the level of professional learning implementation as reported on the CA School Dashboard local indicator.<br><br>**Baseline**<br>All-74.7% | This metric is reported through the CA School Dashboard local indicator. |
| **Metric/Indicator**<br>Maintain at 100% the number of teachers completing Year 1 and Year 2 of the BTSA Induction<br><br>**18-19**<br>Maintain Year 1 participation at 100%<br>Increase Year 2 completion to 100%<br><br>**Baseline**<br>100% of Year 1 Participating Teachers completed Year 1 BTSA requirements<br>93.3% of Year 2 Participating Teachers completed Year 2 BTSA requirements | In 2017-18, EUHSD's BTSA program changed to RISE:<br><br>100% (15/15) of Year 1 Participating Teachers completed Year 1 RISE requirements<br>91% (10/11) of Year 2 Participating Teachers completed Year 2 RISE requirements |
| **Metric/Indicator**<br>From coaching logs, increase the percent of time spent on Coaching/Meeting by 5%<br><br>**18-19**<br>Increase from previous year by 5%<br><br>Remove this metric:<br>PL now included in local indicator rubrics<br><br>**Baseline**<br>All-41.2% | This metric has been removed as Professional Learning is now included in local indicator self reflection rubrics on the CA School Dashboard. |
| **Metric/Indicator**<br>Establish a baseline for the participation of administrators in building instructional leadership capacity<br><br>**18-19**<br>Maintain at 100%<br><br>**Baseline**<br>100% of administrators participated in at least one event focusing on building instructional leadership capacity. | 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<br>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).<br>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.<br>2.1.2.1 Target special education teachers to participate in content specific professional learning events | 2.1.1<br>EUHSD was able to recruit teachers to fill all of our vacancies for the 2018-19 school year. Additionally, EUHSD was able to retain teaching staff. Teachers leaving the district are due to retirements, end of contracts and/or personal reasons requiring relocation.<br><br>2.1.2<br>RISE:<br>25 teachers are enrolled in the program; 14 Year 1, and 11 Year 2.<br>Sem A- RISE teachers were introduced to the induction process and shared lesson plans and teaching goals with their support providers. Teachers attended 3 induction meetings where they have been introduced to Illuminate, One Note, and heard from the EPD FIT team (gang awareness).<br><br>There were two meetings that featured the Director of Interventions and the Director of Special Education. The intent of having these speakers was to educate our newest teachers about policies, procedures, and | 2.1.1-2.1.2 1000-1999: Certificated Personnel Salaries Base $31,032,596<br><br>2.1.1-2.1.2 2000-2999: Classified Personnel Salaries Base $11,844,068<br><br>3000-3999: Employee Benefits Base $18,966,856<br><br><br><br>$61,843,520 and $65,337,805 | 2.1.1-2.1.2 1000-1999: Certificated Personnel Salaries LCFF Base $33,751,677<br><br>2.1.1-2.1.2 2000-2999: Classified Personnel Salaries LCFF Base $12,371,862<br><br>2.1.1-2.1.2 3000-3999: Employee Benefits LCFF Base $19,169,032<br><br>2.1.2 4000-4999: Books And Supplies LCFF Base $8,959<br><br>2.1.2 5000-5999: Services And Other Operating Expenditures LCFF Base $36,275 |

programs that our district offers. Additionally, both Directors provided how important of a role teachers play in identifying areas of need/support for students – Tier 1 RtI.

Sem B- Participating teachers began the second part of the year doing the inquiry cycle – which is a reflective process in which they examine from inception to completion how a lesson was developed, implemented, and assessed. It provides the participating teachers valuable data about their individual practice.

2.1.2.1
Special Ed teachers have been participating in the development of science curriculum and in the creation of summative assessments.

Site Special Ed teachers are intentionally included in professional learning events for core departments (studios, curriculum work).

Two Special Education teachers are supporting the adoption of new ELA materials by piloting in basic English 9, co-taught English 9, and co-taught English 10.

## Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 2.2 Increased and/or Improved Supplemental Services<br>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.<br>2.2.2 Provide additional time to increase effective engagement in professional collaborations such as Professional Learning Communities (PLC) and professional learning days.<br>2.2.3 Increase the support provided by content specialists and instructional coaches in order to improve teaching and learning.<br>2.2.4 Increase district and site leadership capacity for instructional leadership in order to improve student learning, focusing on identified areas of need.<br>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.<br>2.2.6     Site Discretionary Funds to support effective instruction and leadership | 2.2.1<br>Due to the difficulty in recruiting, hiring, and retaining qualified staff to support unduplicated pupils and to support students graduating college and career ready, maintain restructured certificated teacher salary schedule for the purpose of recruiting and retaining high quality teachers.<br><br>2.2.2<br>EUHSD teachers continue to meet in Professional Learning Communities (PLCs) throughout the year at each school site. Sites continue to receive an additional five minutes per day this school year for teacher collaboration as part of the contract; this is part of weekly paid collaboration time built into the school day (over one hour per site) to conduct the work of examining student work and data, instructional planning and formative assessment creation.<br><br>Two district-wide Professional Learning Days this year occurred on August 9, 2018 and January 8, 2019 for certificated personnel and August 14, 2018 and June 4, 2019 for classified personnel.<br><br>In August, the district-wide common topic was Designated | 2.2.1 to 2.2.6 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $2,397,554<br><br>2.2.1 to 2.2.6 2000-2999: Classified Personnel Salaries Supplemental and Concentration $18,250<br><br>2.2.1 to 2.2.6 3000-3999: Employee Benefits Supplemental and Concentration $673,740<br><br>2.2.1 to 2.2.6 4000-4999: Books And Supplies Supplemental and Concentration $36,500<br><br>2.2.1 to 2.2.6 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $172,500<br><br>$3,298,544 and $3,557,150 | 2.2.1 to 2.2.6 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $2,793,256<br><br>2.2.1 to 2.2.6 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $19,577<br><br>2.2.1 to 2.2.6 3000-3999: Employee Benefits LCFF Supplemental and Concentration $678,841<br><br>2.2.1 to 2.2.6 4000-4999: Books And Supplies LCFF Supplemental and Concentration $3,851<br><br>2.2.1 to 2.2.6 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $61,625 |

ELD/Integrated ELD and was presented to lay the ground work that all teachers are ELD teachers. The presentation focused on the ELD standards as the vehicle to build language acquisition as well as content knowledge.

In January, equity was the overall theme. Each site designed a learning agenda around district-wide initiatives related to sound grading and assessment and cultural proficiency. Sessions on the California Dashboard and effective instructional practices for English Learners were also offered. Tom Schimmer, educational author recognized as an expert in assessment and sound grading practices, spent the morning with OGHS faculty to introduce the purpose and principles of a standards-based mindset. The Ed Services team worked with Mr. Schimmer for the remainder of the day. The learning centered on effective leadership in a standards-based learning system.

The following are PLC highlights from this year:

- Two sites created guiding coalitions to support implementation and increase effectiveness of the PLC process.
- Dr. Luis Cruz worked with the Guiding Coalitions on the following dates:

- OGHS- Aug 30/Oct 19
- EHS- Dec 10/Dec 17/Jan 10

- Dr. Ernie Mendes facilitated a professional learning session with the three comprehensive sites. The focus of the workshop was on communication and included strategies for hard conversations.
- Science teachers and administrators adopted common language to define NGSS instructional practices. Science teachers with administrators used this language to create an NGSS classroom observation tool that is supporting PLC inquiry through teaching studios. Science teachers and administrators examined data on student enrollment and grades to plan intentional science course sequences and identify recruitment strategies for increasing science enrollment in 3rd and 4th year courses.

2.2.3
Content Specialists:

The mathematics specialist provided leadership and facilitated

actions to support staff capacity and student achievement for the content area in the following ways:

- Developing and leading district-wide professional learning around research-based best practices in mathematics instruction.
- Led math teacher groups in aligning math curriculum to standards/big ideas in order to revise unit plans for Math 1 and Math 2; revised accompanying common assessments.
- Designed and led monthly professional learning meetings for six content coaches in mathematics; observed and coached math content coaches at each of the five school sites on a monthly basis.
- Monthly classroom walks and debriefs with administrators over mathematics, in order to further develop their knowledge of best practices in mathematics instruction and craft feedback to individual teachers.

The Literacy Content Specialist provided leadership and facilitated actions to support staff capacity and student achievement for the content area in the following ways:

- Facilitated professional learning for English and Social Science PLC teams.
- Facilitated the ELA New Materials Adoption Committee to explore, pilot, and adopt a new textbook for English Language Arts.
- Coached Literacy Content Teachers on Special Assignment (TOSA) to support instructional coaching and facilitating site-based professional learning.

The English Learner specialist provided leadership and facilitated actions to support staff capacity, student achievement in English Language Development and compliance with state and federal requirements in the following ways:
- Facilitated professional learning targeting the pedagogy around ELD standards.
- Supported EL TOSAs and administrators with instructional coaching
- Created and maintained systems to monitor and support English Learner and reclassified students.
- Supported curriculum development and

processes around ELD
pilot and adoption

Teacher on Special Assignment
(TOSA):

Math TOSAs
The 5 site math coaches and 1
district math coach continue to
meet monthly for regular training
and support with the Content
Specialist. Math TOSAs have
organized and facilitated at least
two studios per site with
attendance from all math teachers
on site, including ELD and Special
Ed collab teachers and site admin.
All math coaches are engaging in
coaching cycles one on one with
their colleagues, focusing on
supporting new teachers of Math
1, providing opportunities for their
peers to work together on
problems of practice, co-planning
and co-teaching with their
colleagues on sites. After each
math studio, Content Specialist
meets with site admin to walk-
through math classrooms, looking
for evidence of learning from the
studios and helps administrators to
craft feedback based on math
teachers' named instructional
goals. Math Specialist and district
math TOSA facilitate regular
curriculum and instruction work
periods and trainings with math
teachers from across the district.

Science TOSAs
3 Science Teachers on Special
Assignment (TOSA) were hired at

each of our comprehensive high schools to work as instructional coaches to support the shifts in practice called for by our California Science Framework. TOSAs facilitated the Science Summer Institute that resulted in teachers setting goals, practicing the instructional shifts, and using the Understanding by Design framework to plan units in their new NGSS courses. Additionally, teachers wrote essential standards to support their formative assessment writing in PLCs. Extended PLC release days for teachers are facilitated by TOSAs and the Science Content Specialist to support examining student work and the planning of common performance tasks in the curriculum. Additionally, Science TOSAs have worked as data coaches and mentors with teachers implementing their new courses. Science equipment and materials were purchased to support the implementation of 2 new NGSS courses. The Science Content Specialist evaluated the NGSS implementation indicators for EUHSD and worked with science teachers to develop a strategic plan for the program. Science probeware was purchased and science teachers were trained by Vernier to support student inquiry opportunities in Anatomy and Physiology and Earth Systems.

Ed Tech TOSAs

Ed Tech TOSAs continued to support the use of Canvas LMS, OneNote Class Notebook, Turn It In and Microsoft Teams (for collaboration). These are the primary technologies to support college and career readiness of students. Ed Tech TOSAs coached teachers one-on-one, in small groups, and in classrooms with teachers and students.

2.2.4
A contract is in place with SDCOE such that each principal has a dedicated, experienced Administrative Leadership Coach. In addition, SDCOE administrative leadership coaches support in the development of administrator professional learning sessions, data review sessions, site team learning walks, and facilitation of leadership/cabinet meetings.

2.2.5
EUHSD staff participated in variety of rich professional learning events, conferences and trainings to build capacity and ensure systematic implementation of actions and services described in Goals 1-5. Some examples include:

Assistant Principals over ELs, Bilingual Assessment Technicians, counselors, deans and EL TOSAs meet at each site regularly with the EL Specialist to ensure compliance on items such as EL/RFEP Monitoring, Reclassification,

| Student Placement, and assessments.

2.2.6
Site-based allocations aligned to Goal 2 action and service priorities were used to support effective leadership and instruction. District keeps internal accounting to verify appropriate expenditures of funds. |

## Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 2.3 Targeted Supplemental Services<br>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.<br>2.3.1.1 BTSA Induction Program<br>2.3.1.2 Industry certifications<br>2.3.2 Build teacher and site leadership capacity for effective engagement in professional collaborations<br>2.3.3 Increase the support the support provided by content specialists and instructional coaches in order to improve teaching and learning<br>2.3.4 Engage teachers, paraprofessionals, specialists and administrators in professional learning to build capacity and ensure systematic implementation | 2.3.1.1<br>EUHSD continued to provide new teachers support through the RISE Coordinator.<br><br>2.3.1.2<br>Human Resources supported staff to earn certifications to become Highly Qualified in Special Education and for staff to clear credentials.<br><br>2.3.2<br>Site PLC Coordinators work with administration to support PLC Leads who facilitate their team PLC meetings. PLC Site Coordinators met with the Director of Professional Learning and Curriculum in November to share successes and opportunities for refinement at each site, as well as identify needs. | 2.3.2-2.3.4 1000-1999: Certificated Personnel Salaries Title I $444,084<br><br>2.3.2-2.3.4 3000-3999: Employee Benefits Title I $154,543<br><br>2.3.4 5000-5999: Services And Other Operating Expenditures Title I $90,000<br><br>2.3.1/2.3.3 1000-1999: Certificated Personnel Salaries Title II $106,745<br><br>2.3.1/2.3.3 3000-3999: Employee Benefits Title II $39,481<br><br>2.3.1/2.3.4 5000-5999: Services And Other Operating Expenditures Title II $120,000<br><br>2.3.4- Title III IMM 5000-5999: Services And Other Operating Expenditures Title III $6,000 | 2.3.2-2.3.4 1000-1999: Certificated Personnel Salaries Title I $441,914<br><br>2.3.2-2.3.4 3000-3999: Employee Benefits Title I $158,013<br><br>2.3.4 5000-5999: Services And Other Operating Expenditures Title I $135,046<br><br>2.3.1/2.3.3 1000-1999: Certificated Personnel Salaries Title II $132,906<br><br>2.3.1/2.3.3 3000-3999: Employee Benefits Title II $49,836<br><br>2.3.1/2.3.4 5000-5999: Services And Other Operating Expenditures Title II $93,446<br><br>2.3.4 - Title III IMM 5000-5999: Services And Other Operating Expenditures Title III $10,785 |

| of actions and services and district-wide initiatives described in Goals 1-5. | In Sem A, Illuminate support at SPHS was provided for staff to use data tools to inform instruction.<br><br>2.3.3<br>The Science Content Specialist provided leadership and facilitated actions to support staff capacity and student achievement for the content area in the following ways:<br>• Facilitated professional learning targeted at NGSS shifts in assessment and instructional practices.<br>• Facilitated the writing and revisions of NGSS curriculum (e.g., Earth Systems and Anatomy/Physiology) with essential standards and common performance tasks for students.<br>• Led the Science Subject Area Council to adopt a Vision, Mission, Theory of Change, and Action Plan for fully implementing NGSS.<br>• Coached Science Content Teachers on Special Assignment (TOSA) and Administrators to better support instructional coaching and facilitating site-based professional learning (e.g., Teaching Studios, Targeted Feedback, and Common | $960,853 and $1,021,946 |

Performance Assessment Inquiry).

Literacy TOSAs
At all five high schools, Literacy TOSAs were engaged in the facilitation of professional learning, and one-on-one and small group instructional coaching in order to improve teaching and learning. These TOSAs provide specific research-based supports and resources for teachers as well as mediate thinking for teachers to improve their practice. The role of the Literacy TOSA is influenced by the specific needs of the school site. In general, these TOSAs serve as instructional coaches by providing resources, mentoring new teachers, supporting the analysis of data, and supporting curriculum and instruction. Literacy TOSAs have worked with teachers in English Language Arts, Social Science, Humanities, Science, VAPA, and electives such as AVID and RTP.

Intervention TOSAs
Additional interventions were provided this year with an Intervention TOSA at all sites. At some sites there are two Intervention TOSAs who split the assignment with one focusing on math and the other focusing on ELA. Students were monitored by the intervention TOSA and the Academic Dean. Math intervention design includes TOSA following a push-in model for the classes

where the strategic students have been clustered in Math 1. TOSAs organize the Math 1 team around a variety of intervention structures, including Saturday school. Further models are being planned. Intervention TOSAs help with processes for the review of grade data and teacher input resulting in increased Tier 2 support, if needed.

EL TOSAs
English Learner TOSAs were hired at each site to work as instructional coaches to support the teaching of the ELD Standards. TOSAs conducted work such as Cognitive Coaching Cycles with teachers, publishing newsletters highlighting best practices for teaching ELD, ELPAC data analysis, supporting Professional Learning for Bilingual Instructional Assistants and teachers, monitoring English Learner progress, and facilitating PLC work.

2.3.4
Administrators participated in monthly professional learning sessions related to the use and implementation of digiCOACH for classroom walkthroughs and teacher feedback on classroom instruction.

Content coaches, administrators, Content Specialists and Directors participated in Cognitive Coaching training that took place through the fall over the course of 8 days.

Cognitive Coaching is a model of coaching that focuses on self-directedness and the development of cognitive complexity. It is a nonjudgmental process used to examine the relationship between an educator's perceptions, attitudes, thinking, and behaviors, which, in turn, affect student learning.

EUHSD hosted a 2 day Summer Professional Learning Symposium, "Learning and Justice for All", with approximately 125 educators attending. Workshop sessions were led by EUHSD staff and designed around the following topics: Educational Technology, Assessment and Grading, Supports and Access, Classroom Culture and the PLC Process.

Staff have been actively participating in professional learning to support AVID students and programs. 15 staff members participated in AVID Summer Institute 2 in August, in addition 48 staff participated in college readiness conferences to promote college going culture. Staff from both Escondido Union high School District and Escondido Union School District met on Oct 3 and May 22 for articulation and AVID alignment. AVID tutors had two days of professional learning in tutoring strategies.

EUHSD staff participated in a variety of rich professional learning

events, conferences and trainings to build capacity and ensure systematic implementation of actions and services described in Goals 1-5. Some examples include:

- UC Counselor Conference
- CCEMC Dual Enrollment Summit
- Cultural Proficiency trainings
- AP Institutes
- SDCOE Equity Symposium
- AVID Summer Institute
- Courageous Principals
- Restorative Practices
- New Teacher Center Symposium
- CABE (CA Association of Bilingual Education)
- NCTM (National Council of Teachers of Mathematics)
- CUE (Computers Using Educators)

# 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. PLC calibration has been of particular emphasis and efforts will continue to refine the systems for teacher collaboration. Administration has invested time and resources to building leadership teams such as "guiding coalitions" to build leadership capacity. In 2018-19, 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 Integrated/Designated ELD and initiatives related to sound grading and cultural proficiency. Support for the instructional program was also provided by Teachers on Special Assignment (TOSAs) in the

areas of Literacy, Mathematics, Science, English Learners, Intervention 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.

Successes
Select teacher teams across the comprehensive sites initiated standards-based grading practices in the PLCs which resulted in a notable decrease in D/F rates. As described in the Areas of Progress section above, teachers, including special education, engaged in meaningful professional learning through teaching studios across core content areas. TOSAs used teaching studios to build trust with peers on investigating instructional practices. All teachers in RISE engaged in inquiry cycles and EUHSD continued to offer and support a variety of professional learning for administrators, teachers, and classified staff.

Challenges
This was a transition year of building site-based Content TOSAs and investing time and resources into developing site staff to make site-based actions in response to each school's data story. Reflection on PLC structures indicate that the district and sites still have much work to do in maximizing the PLC minutes so meaningful examination of student work and interventions in the core are occurring across all PLC teams. There is a continued need to work alongside some teams to strengthen the PLC process. While coaching and support were provided to teachers, continued opportunities to engage in meaningful coaching conversations and structures for administrators and teachers is an area of need. As evidenced by student group achievement data, English Learners, Special Education, Homeless and African-American students will require particular emphasis in PLC conversations with site-wide interventions. Specific English Learner and Special Education task forces will be created in collaboration with the Escondido Secondary Teachers Association (ESTA). RISE inquiry cycles are not embedded in the continuous professional learning initiatives and Special Education co-teaching does not exist within all content areas.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Goal 2 Actions 1-3, there are no material differences between budgeted expenditures from actual expenditures.

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:
Action and Service 2.3.1 will change from BTSA to RISE to reflect the new program name (Goal 2, Planned Actions & Services p.115).

Expected Annual Measurable Outcome Metric- establish a baseline for the participation of administrators in building instructional leadership capacity, will be removed due to professional learning now being included in CA Dashboard Local Indicators self-evaluation. (Goal 2, Expected Annual Measurable Outcomes p.109)

Action & Service 2.2.6 will change to: Site-based allocations aligned to Goal 2 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds (Goal 2, Planned Actions & Services p.113).

# Annual Update

**LCAP Year Reviewed:** **2018-19**

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

# Goal 3

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**<br>Increase the pass rate by 1% in the key courses supporting college and career readiness<br><br>**18-19**<br>Increase from 2017-18 by 1% | 2017-2018<br>All - 77.0%<br>Asian - 92.1%<br>Black - 73.2%<br>Filipino - 91.3%<br>Hispanic - 73.1%<br>White - 87.8%<br>ELL - 51.4%<br>RFEP - 77.7%<br>Spec Ed - 65.1%<br>SED - 73.1%<br>Foster Youth - 89.6%<br>Homeless - 66.6% |

|                          |                          |
| ------------------------ | ------------------------ |
| **Expected**             | **Actual**               |

| Expected | Actual |
| --- | --- |
| **Baseline**<br>All-73.8%<br>Hispanic-69.1%<br>White-85.6%<br>Black-72.5%<br>Asian-91.5%<br>Filipino-85.9%<br><br>EL-44.4%<br>RFEP-73.7%<br>SWD-61.4%<br>SED-69.5%<br>Foster Youth-69.8%<br>Homeless-58.9% | |
| **Metric/Indicator**<br>Increase the percent of students meeting all requirements for the MAP program by 3%<br><br>**18-19**<br>Increase from 2017-18 by 3%<br><br>**Baseline**<br>All-26.5%<br>Hispanic-22.3%<br>White-29.0%<br>Black-0%<br>Asian-50.0%<br><br>Filipino-71.4%<br>EL-0% to 3%<br>RFEP-26.9%<br>SWD-0%<br>SED-26.3% | 2017-2018<br>All - 39.1%<br>Asian - 75.0%<br>Black - 20.0%<br>Filipino - 16.7%<br>Hispanic - 38.2%<br>White - 41.9%<br>ELL - 16.7%<br>RFEP - 40.3%<br>Spec Ed - 0.0%<br>SED - 38.4%<br>Foster Youth -0.0%<br>Homeless - 66.7% |
| **Metric/Indicator**<br>Increase the cohort graduation rate by 1% as reported on the California School Dashboard<br><br>**18-19**<br>Increase from 2017-18 by 1%<br><br>**Baseline**<br>Status and Change Data from 2014-15 | 2017-2018<br>All – 84.4%; -2.4% (ORANGE)<br>Asian – 92.9%; -0.7% (GREEN)<br>Black – 82.1%; -7.9% (ORANGE)<br>Filipino – 84.1%; -10.2% (ORANGE)<br>Hispanic – 82.3%; -2.3% (ORANGE)<br>White – 89.6%; -2.7% (ORANGE)<br>ELL – 65.4%; -4.1% (RED)<br>Spec Ed - 61.8%; -12.8% (RED) |

| Expected | Actual |
|---|---|
| All-92.8 %: 2.1%<br>GREEN<br>Hispanic-91.7%; 3.9%<br>White-95.7%;0.2%<br>Black-82.8%; -7.9%<br><br>Asian-94.7%; -1.0%<br>Filipino-97.8%; 0.6%<br>EL-88.4%; 14.0%<br>SWD-76.6%; 1.9%<br>SED-91.2%; 3.5% | SED – 82.3%; -2.7% (ORANGE)<br>Foster Youth – 64.3% (N/A)<br>Homeless – 59.2%; -20.8% (RED) |
| **Metric/Indicator**<br>Decrease cohort dropout rate from previous year by 0.5%<br><br>**18-19**<br>Decrease from 2017-18 by 0.5%<br><br>**Baseline**<br>All-7.2%<br>Hispanic-8.1%<br>White-5.2%<br>Black-19.4%<br>Asian-2.4%<br><br>Filipino-2.2%<br>EL-10.5%<br>SWD-13.5%<br>SED-8.5% | 2017-2018<br>All – 6.0%<br>Asian – 1.4%<br>Black – 5.0%<br>Filipino – 0%<br>Hispanic – 7.2%<br>White – 3.3%<br>ELL – 14.6%<br>RFEP – (N/A)<br>Spec Ed – 9.6%<br>SED – 7.2%<br>Foster Youth – 14.3%<br>Homeless – 19.5% |
| **Metric/Indicator**<br>Increase for the number of opportunities outside of the school day for students and parents to receive college and career information<br><br>**18-19**<br>Increase from the previous year by 2%<br><br>Remove this metric:<br>Important for internal measures | This metric has been removed and is reported on internally. Specific data is provided in the Actions/Services update section. |

|  | Expected | Actual |
|---|---|---|

| Expected | Actual |
|---|---|

<table>
<tr><td align="center">Expected</td><td align="center">Actual</td></tr>
</table>

**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)

**Metric/Indicator**
Increase the number and types of services provided by staff focusing on social-emotional needs of students

**18-19**
Increase from the previous year by 2%


Remove this metric:
Important for internal measures


**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

This metric has been removed and is reported on internally. Specific data is provided in the Actions/Services update section.

| Expected | Actual |
|---|---|
| **Metric/Indicator**<br>Increase the ADA rate by 0.25%:<br><br>**18-19**<br>Increase from 2017-18 by 0.25%<br><br>**Baseline**<br>All-96.7% | 2018-2019<br>Regular Education Instructional Setting Only: 96.28%<br>All District Instructional Settings: 95.68% |
| **Metric/Indicator**<br>Decrease the chronic absenteeism by 0.25%:<br><br>**18-19**<br>Decrease from 2017-18 by 0.25%<br><br>**Baseline**<br>All-11.0% | 2017-2018<br>All – 10.8%<br>Asian – 3.8%<br>Black – 12.7%<br>Filipino – 7.1%<br>Hispanic – 11.1%<br>White – 11.0%<br>ELL – 15.7%<br>RFEP - (N/A)<br>Spec Ed – 20.8%<br>SED – 12.0%<br>Foster Youth – 50.0%<br>Homeless – 28.9% |

## 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<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|---|---|
| 3.1-Continue to provide the base services as 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<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|---|---|
| 3.2 Increased and/or Improved Supplemental Services | 3.2.1.1 | 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 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.
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,

Tutors continue to serve the students of EUHSD. Each comprehensive site has hired tutors to support students in academic course work.

3.2.1.2
9th grade academies have continued to provide supports for students across the educational spectrum. Two comprehensive sites provided three 9th grade academy lead release periods. Early returns have indicated that the additional supports for students have reduced the D/F rate, as compared to earlier progress reports.

3.2.2.1
EUHSD continues to support credit deficient students, as well as those who wish to accelerate their learning. Learning Centers throughout the district offer credit recovery, some of which can be accessed beyond the regular school day. Fourteen sections of Learning Academy, now called Campus Online, was offered with approximately 371 students enrolled before and after school across the district.

3.2.2.2
Summer school is scheduled at Orange Glen High School from 6/10/19 – 7/11/19. The district will serve approximately 1,700 students.
EUHSD Summer Math Academy (SMA) will be offered again in

Supplemental and Concentration $3,660,889

3.2.1 to 3.2.9 2000-2999: Classified Personnel Salaries Supplemental and Concentration $837,508

3.2.1 to 3.2.9 3000-3999: Employee Benefits Supplemental and Concentration $1,356,415

3.2.1 to 3.2.9 4000-4999: Books And Supplies Supplemental and Concentration $ 126,666

3.2.1 to 3.2.9 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 473,362
$6,454,840 and $6,582,698

LCFF Supplemental and Concentration $3,403,966

3.2.1 to 3.2.9 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $833,840

3.2.1 to 3.2.9 3000-3999: Employee Benefits LCFF Supplemental and Concentration $1,598,607

3.2.1 to 3.2.9 4000-4999: Books And Supplies LCFF Supplemental and Concentration $67,581

3.2.1 to 3.2.9 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $678,704

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

Summer 2019. We provided services to 140 students in Summer Math last year and are hoping for a similar turn out this year.

In addition to the mathematical opportunities students engage in, they participate in counseling workshops targeted at student study skills and creating a college-going mindset, which includes at least one local four-year college tour.  Throughout the SMA, students engage in engineering tasks that build on applying mathematical ideas, cooperation and collaboration skills and culminate in a family event during which students put their projects to the test in the form of contests.

EUHSD Summer Language Academy will be offered again in Summer 2019. This course is designed for students three years or fewer in US schools.  The goal of this summer program is to facilitate language acquisition through engaging students in learning about their own culture and identity.  The curriculum has been developed to meet the needs of newcomer English Learners. Students who complete the academy earn 5 elective credits.

3.2.3
School social workers continue to be a valuable asset.  For the 18'-19' school year, social worker interns began training on many of our campuses.  During the second

semester, these interns began serving a caseload of students, thus increasing the number of students that will benefit from the increased services.

Social worker services included:
- 2093 total number of students served
- 3627 individual student contacts
- 861 individual student interventions
- 144 threat assessments
- 3 groups, 81 student group visits
- 8254 case management interventions
- 1411 consultations with staff
- 1831 parent contacts
- 435 school site meetings attended
- 489 referrals to outside agencies

Social worker interns services included:
- 360 total number of students served
- 599 individual student contacts
- 115 individual student interventions
- 7 threat assessments
- 123 student group visits
- 718 case management interventions
- 38 consultations with staff
- 306 parent contacts

- 15 school site meetings attended
- 15 referrals to outside agencies

3.2.3.1
One social worker dedicated to foster youth and homeless students continued to effectively serve students by providing wrap around services that go beyond the classroom/campus.

3.2.3.2
One bilingual school psychologist conducted Spanish language assessments for students whose primary language is Spanish. The referral process is the same as students whose primary language is English. School psychologists at the comp sites contact the bilingual psychologist to assess when the need arises.

3.2.3.3
The new Cal Safe facility was opened on the Orange Glen campus in January of 2019. This new facility brings the EUHSD into compliance with current child care facility laws, and it increases the number of students who can be supported through this program. Additionally, the physical location will make it easier for students to take advantage of the program. One social worker dedicates part of her time supporting Cal-SAFE students. Her services include crisis counseling and community referrals.

3.2.4
Staff have been  working to provide students and parents counseling and guidance services, including access to information and resources regarding college and career readiness.  There have been 354 events held to support college and career readiness.

September 8, 2018 Jumpstart
Total attended: 192; Total Students: 127; Total Parents: 56; EHS:
Students: 71 Parents: 18; DLA: Students: 24 Parents: 23; OGHS: Students: 12
Parents: 5; SPHS: Students: 18 Parents: 16; OTHER: Students: 2 Parents: 3

September 20, 2018 College and Career Fair
690 students; 1171 parents/family members; Total attended: 1,861; Orange Glen students: 212; Escondido Students: 178; San Pasqual Students: 158; Del Lago Students: 97; Other Schools: 44; Valley Students: 0

All schools have participated in MAP fieldtrips.

College & Career Techs continue to serve students with college and career support services. They continue to provide calendar of events with both college and career related events described for students/families.

The following 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:
*42 events on Academic/School Success with 675 parent participants and 284 student participants
*78 events on Career Readiness with 205 parent participants and 4447 student participants
*170 events on College Readiness with 1853 parent participants and 7918 student participants
*64 events on Personal/Social-Emotional Supports with 1098 parent participants and 156 student participants

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

3.2.5
Four EUHSD schools continue to provide the AVID program. Sites have one release section for an AVID lead and staff have been actively participating in professional learning to support AVID students and programs.  15 staff members participated in AVID Summer Institute 2 in August. In

addition, 48 staff participating in college readiness conferences to promote college going culture. Staff from both Escondido Union High School District and Escondido Union School District met on Oct 3 and May 22 for articulation and AVID alignment. AVID tutor training took place Oct 26, 2018 and it was filled at capacity. Students have gone on fieldtrips to promote AVID. Some fieldtrips students have gone to are college visits to school such as CSUF, UC Irvine, CSUHI, UCI as well as AVID events such as AVID Knotts Berry Farm Day.

3.2.6
A district wide MTSS Task Force has been developed with the first meeting scheduled on 1/29/19. The meeting served to align all MTSS (PBIS, Restorative Justice) interventions throughout the district.

Academic Deans at four sites supported school-wide intervention system, targeting the freshmen class. 9th grade academies and the PBIS/Restorative Justice programs have allowed deans to better coordinate targeted support.

At EHS, the 9th grade academy supports all 9th graders in meeting academic expectations. For English Language Arts, an Intervention TOSA supports the entire team of English 9 teachers to ensure that tier 1 instructional

strategies support learning for the majority of students. The English 9 PLC with the support of the Academic Dean problem solve academic needs and determine additional interventions in tier 2 and tier 3 including special Saturday sessions.

At SPHS, English Language Arts intervention is coordinated by the site intervention TOSA and the Academic Dean. Students identified as at-risk coming into 9th grade are scheduled in classes during period 5 or 6 or the Intervention TOSA's class. The Intervention TOSA rotates amongst the 5th and 6th period classes to provide push-in support. Teachers utilize a variety of co-teaching methods during these periods to provide in-class support. The TOSA and Dean work together to track data and support students at-risk in English Language Arts.

At OGHS, the most at-risk 9th graders are enrolled in both English 9 and an English 9 support course to serve as a preview and review of ELA standards. An intervention TOSA tracks data and works with the Academic Dean to provide in class and accelerating inventions.

3.2.7
Attendance TOSAs continue to provide support around ensuring students attend school. A more

restorative model has been adopted, and the addition of social workers, social worker interns, a representative from special education department, as well as Escondido Education Compact has made the process much more beneficial for students. Additionally, each site will begin to use the SART process prior to sending students to a SARB hearing.  SART forms are currently being produced on NCR forms. When forms are complete, the SART process will begin.

3.2.8
Ellevation has been used to manage EL and RFEP student monitoring, as well as the Reclassification process.  Once per semester, each site monitors the progress of ELs and students who have Reclassified within the last four years. Students are screened for meeting Reclassification requirements once per semester, as well. New EL/RFEP Monitoring and Reclassification forms and meetings were simplified and created in Ellevation.  The Bilingual Assessment Technicians, counselors, and EL TOSAs have been trained on how to do all of this work digitally via Ellevation and facilitate the process at each site.

3.2.9

Students have gone on 41 field trips to promote college and career exploration.

3.2.10
Site-based allocations aligned to Goal 3 action and service priorities were used to support students. District keeps internal accounting to verify appropriate expenditures of funds.

## Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 3.3 Targeted Supplemental Services<br>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.<br>3.3.2 Provide support for EL program so that students graduate college and career ready.<br>3.3.2.1 Instructional materials to support language acquisition and literacy targets (IMM)<br>3.3.2.2 Professional development to support EL program (IMM)<br>3.3.3 Provide additional opportunities to accelerate or recover credits<br>3.3.4 Provide peer tutor and Saturday Scholar support for EL and SED students<br>3.3.5 Provide additional support to 9th grade academies | 3.3.1<br>Students have access to industry specific equipment, as recommended by business advisory members. Students have gone on 41 fieldtrips to promote college and career exploration. Some fieldtrips students have gone to are: JEA National Convention, California FFA State Convention, and National Hot Rod Association Youth & Educational Services<br><br>Canvas LMS was provided to develop college readiness: 144 published courses, used by 71 teachers, 5,064 assignments, 3,601 students logged in.<br><br>Sites continued to use Shmoop to provide supplemental test prep support.<br><br>3.3.2 | 3.3.1/3.3.6 5000-5999: Services And Other Operating Expenditures Title I $40,000 | 3.3.1/3.3.6 5000-5999: Services And Other Operating Expenditures Title I $122,275 |
| | | 3.3.2 4000-4999: Books And Supplies Title III $20,000 | 3.3.2 Title III EL 4000-4999: Books And Supplies Title III $19,374 |
| | | 3.3.2 4000-4999: Books And Supplies Title III $1,500 | 3.3.2 Title III IMM 4000-4999: Books And Supplies Title III $1,597 |
| | | 3.3.1 1000-1999: Certificated Personnel Salaries Carl D. Perkins Career and Technical Education $1,500 | 3.3.1 1000-1999: Certificated Personnel Salaries Carl D. Perkins Career and Technical Education $0 |
| | | 3.3.1 3000-3999: Employee Benefits Carl D. Perkins Career and Technical Education $299 | 3.3.1 3000-3999: Employee Benefits Carl D. Perkins Career and Technical Education $0 |
| | | 3.3.1 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education $98,385 | 3.3.1 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education $181,363 |

| 3.3.6 Provide services for homeless and foster youth | Supplemental instructional materials were provided to EL and immigrant students to support language acquisition and content knowledge.<br><br>All comprehensive sites purchased supplemental reading materials and/or technology for students to have access to relevant current events articles and tools for visual aide support.<br><br>At one site, there is a co-taught Biology class with a content and language teacher. Since this partnership began, the lessons now include daily language objectives and the Shared Practices for ELD.<br><br>3.3.2.2<br>EL and IMM teachers from all sites attended CABE conference. An EUHSD team was accepted as a featured workshop presenter with a session titled, "Reaching for the Framework" in which the EUHSD newcomer English Learner program was showcased.<br><br>3.3.3<br>Additional opportunities to recover and accelerate credits was provided at OGHS through the Campus Online program.<br><br>3.3.4<br>DLA provided supplemental support for EL and SED students through after school peer tutors and Saturday Scholar tutoring. | 3.3.1 5000-5999: Services And Other Operating Expenditures Carl D. Perkins Career and Technical Education $112,800<br><br>3.3.1 6000-6999: Capital Outlay Carl D. Perkins Career and Technical Education $5,080<br><br>3.3.1 7000-7439: Other Outgo Carl D. Perkins Career and Technical Education $10,903<br>$290,467 and $399,335 | 3.3.1 5000-5999: Services And Other Operating Expenditures Carl D. Perkins Career and Technical Education $56,926<br><br>3.3.1 6000-6999: Capital Outlay Carl D. Perkins Career and Technical Education $17,800<br><br>3.3.1 7000-7439: Other Outgo Carl D. Perkins Career and Technical Education $0 |

| | VHS provided supplemental support for EL and SED students by hiring tutors for in class supports. 3.3.5 This action & service will be removed as SPHS has adjusted the school plan and will be using federal funds differently. 3.3.6 Homeless/McKinney Vento students were provided with monthly bus passes to ensure students had guaranteed transportation to school. |
|---|---|

# 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 planned actions and services for Goal 3 were fully implemented this year with the exception of implementation of MTSS which is still emerging.  EUHSD student support services focused on academic, career, and personal development were provided through specific events, programs, individuals, and interventions. Students continue to build college and career awareness through field trips, the annual college fair, the AVID program, and the work of school counselors. Site social workers, school psychologists, school counselors, and the Cal-SAFE program continue to support the social emotional and mental health needs of students. Students with academic needs have support through tutoring, 9th grade academies, credit recovery, summer school, and interventions supported by Academic Deans. The full implementation of MTSS (3.2.1) will provide great connectedness for the academic, behavior, and social emotional supports currently provided.

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

Successes
Awareness and ownership of the College and Career Index metric on the Dashboard has increased as evidenced by targeted actions and services by school counselors, and the improvement of grades and MAP participation.  Grade data indicates all students and target student groups increased the overall pass rate. All students, and the student groups of ELL and SED increased participation in MAP. Social workers support all students with social emotional needs, with specific support for foster and homeless youth.

Challenges

Ensuring graduation is a challenge; however, processes and protocols have adjusted based on the revised CDE business rules for calculating the 4-year Adjusted Cohort Graduation Rate. The EUHSD "All students" drop out rate decreased as well as for the SED student group. Efforts for early intervention continue.

Increasing attendance and decreasing chronic absenteeism is a challenge. Processes are changing to support targeted intervention by attendance TOSAs (3.2.6.) and full implementation of MTSS.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Goal 3 Action 3, the material differences between budgeted expenditures from actual expenditures is due to the following:
- More Homeless/McKinney Vento students were identified throughout the year so additional Title I resources were used for monthly bus passes.
- Title I centralized services admin costs were shifted to Goal 3 for students to access digital tools to be college ready.

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.

Change

Action & Service 3.2.2.1 for Learning Academy is what we now refer to "Campus Online" courses. This provides students with opportunities to recover and accelerate through online courses offered before, during, and after school. The name Learning Academy will change to Campus Online to better reflect the program and distinguish it from Learning Centers which house our district's Independent Study program (Goal 3, Planned Actions & Services p.124).

Action & Service 3.2.6 will include an advisory-like class period beginning in 19-20. The emphasis will be to provide students instruction around college and career readiness (Goal 3, Planned Actions & Services p.125).

Action & Service 3.2.10 will change to: Site-based allocations aligned to Goal 3 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds. (Goal 3, Planned Actions & Services p.125)

Action & Service 3.3.5 will be removed as SPHS has adjusted the school plan and will be using federal funds differently. (Goal 3, Planned Actions & Services p.128)

Expected Annual Measurable Outcome metric- Increase the pass rate by 1% in the key courses supporting college and career readiness will be removed as it is already reflected in a-g completion metric (Goal 3, Expected Annual Measurable Outcomes p.118).

Expected Annual Measurable Outcome metric- Increase the ADA rate by 0.25% will change to: Maintain or increase from 18-19.(Goal 3, Expected Annual Measurable Outcomes p.122).

# Annual Update

**LCAP Year Reviewed:  2018-19**

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

# Goal 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**<br>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%<br><br>**18-19**<br>Increase from 2017-18 by 3%<br><br>Remove this metric:<br>Parent engagement metric now included in CA School Dashboard local indicator report from survey data | This metric has been removed as parent engagement metric is now included in the CA School Dashboard local indicator self-evaluation rubric. More information is provided in the Action/Services update section. |

|  |  |
|---|---|
| **Expected** | **Actual** |

| Expected | Actual |
|---|---|
| **Baseline**<br>130 events on college and career readiness were organized and facilitated by the parent liaisons<br>• 55 events on college and career topics attended by 1254 parents<br>• 75 events on academic and school success topics attended by 2983 parents<br><br>66 events on social/emotional topics were organized and facilitated by the parent liaisons and attended by 1512 parents |  |
| **Metric/Indicator**<br>Increase the number of parents participating in LCAP input and feedback opportunities by 5%<br>**18-19**<br>Increase from 2017-18 by 5%<br>**Baseline**<br>Increased from 9.5% to 23% in parent responses to Stakeholder Survey | 18-19<br>The number of parents participating in District Parent Advisory Committee increased by 73%.<br><br>The number of parents participating in LCAP Priorities Survey decreased by 8%, however overall participants increased by 10% . |

## 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<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|---|---|
| 4.1 Base Services<br>4.1.1 Meet with the LCAP Parent Advisory Committees at key times throughout the year to:<br>4.1.1.1 Share information regarding interim metrics and the progress on LCAP actions and services.<br>4.1.1.2 Gather feedback and input regarding goals, actions and services.<br>4.1.1.3 Review final LCAP working document prior to Public Hearing. | 4.1.1.1 to 4.1.1.3<br>The LCAP Parent Advisory Committee (PAC) met four times throughout the 2018-19 school year. Meeting dates are outlined in the Stakeholder Engagement section. The meetings centered around the following objectives:<br><br>*To build stakeholder capacity around LCFF/LCAP & goals in 18-19 LCAP | 4.1.1<br>4000-$5,000<br>  Base $5,000 | 4.1.1 4000-4999: Books And Supplies LCFF Base $5,000 |

*To understand California's new accountability system and the CA School Dashboard
*To engage stakeholders with the feedback plan & process for 19-20 LCAP development
*To review and share annual update around metrics and progress monitoring
*To review Survey and site feedback
*To gather feedback for 19-20 LCAP
*To share 19-20 LCAP Draft with budgeted actions and any revisions

Approximately 50-70 participants engaged deeply around topics concerning achievement data and prioritization of LCAP actions and services.

## Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 4.2 Increased and/or Improved Supplemental Services<br>4.2.1 Coordinate work of counseling staff, social workers and parent liaison to implement site-specific family engagement plans.<br>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<br>Parent Liaisons have been supported through monthly district level support meetings, attendance at Collaborative Agency Resources for Escondido (CARE) and have also attended quarterly parent/family liaison joint meetings with Escondido Union School District staff, and San Diego County Parent Liaison trainings facilitated through San Diego County Office of Education. | 4.2.1<br>2000-2999: Classified Personnel Salaries Supplemental and Concentration $216,710<br><br>4.2.1 3000-3999: Employee Benefits Supplemental and Concentration $80,153<br><br>4.2.1 4000-4999: Books And Supplies Supplemental and Concentration $25,000<br>$321,863 and $278,422 | 4.2.1 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $168,271<br><br>4.2.1 3000-3999: Employee Benefits LCFF Supplemental and Concentration $102,756<br><br>4.2.1 4000-4999: Books And Supplies LCFF Supplemental and Concentration $7,395 |

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.
4.2.2      Increase two-way communication with parents
4.2.3      Site Discretionary Funds to support parent engagement

Parent liaisons were instrumental in recruiting parent participants for the District Parent Advisory Committee and helped facilitate table groups in the stakeholder engagement process.

4.2.1.1
Parent liaisons and other staff have supported families to navigate school and support their child's success in high school and beyond through one on one support; resume workshops; kick off to college and career presentation; brown bag presentations; Parent Vue hands on workshops;  Jumpstart college readiness conference; workshops for parents on "a-g", financial aid, and NCAAP; as well as high school navigation question and answer series.

Family Math Nights have been held at four school sites in each semester in order to increase parent involvement in and understanding of their students' math learning. In the fall, Del Lago had 40 attendees, SPHS had 100, OGHS had 50, EHS over 200.

4.2.1.2
EUHSD continues to expand  and diversify communication efforts in order to more effectively inform all stakeholders including students, parents, families and community members. All school sites, along with the District Office, have an active presence on Facebook and

Twitter, with four schools also utilizing Instagram.  Posts and activity through social media has increased both in frequency of messages and activity  among followers. All sites also use their websites to share social media accounts and encourage participation. An emphasis continues on leveraging videos to further engage all stakeholders.

4.2.1.3
A district translator was hired to support translation services at sites as well as district level communication. A Computer Adaptive Translation (CAT) tool was purchased to support the work, and electronic systems were established for staff to request translation services. Baseline data of requests is being examined. To date, over 130 documents have been translated by the district translator.

4.2.1.4
DELAC executive board members visited each site to train and recruit parents to serve on school ELAC boards.

The Bilingual Assessment Technicians have been trained on updated ELAC and DELAC requirements and keep meetings compliant throughout the year.   All sites are on target with having elected officials, up-to-date minutes, and parents are running the meetings.

In October, EUHSD began a pilot of Instituto de Lideres in partnership with SDCOE.  This training empowers parents to get involved in school, local, state, and federal politics.  Homework includes items such as board presentations and making meetings with local politicians.   At each session, an administrator takes the lead with rotating support from the parent liaisons from each site.  This pilot will continue into the 19-20 school year.  The training will also begin for a new cohort of parents once the pilot program has been completed.

Informational videos on the importance of multilingualism and steps for Reclassification were created in Spanish and English and sent to every parent of English Learners.  These videos were also used to prepare students for  the ELPAC and set goals for making progress on the exam.

4.2.2
Parent Vue push notification feature was activated in the summer prior to the 2018-19 school year. This feature, when activated, provides parents real-time notifications of their student's attendance, assignment grades and overall grades according to each parent's preference. A notification is sent to the parent's mobile device if their student is absent or tardy. A notification is

| | also sent when the teacher records the score of an assignment. A notification can also be sent to indicate the student's overall grade.<br><br>4.2.3<br>Site-based allocations aligned to Goal 4 action and service priorities were used to support parent engagement. District keeps internal accounting to verify appropriate expenditures of funds. |
|---|---|

## Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| 4.3. Targeted Supplemental Services<br>4.3.1. Provide resources and professional learning to support parent involvement and education | 4.3.1<br>Parent Liaisons have been supported through monthly district level support meetings, attendance at Collaborative Agency Resources for Escondido (CARE) and have also attended quarterly parent/family liaison joint meetings with Escondido Union School District staff, and San Diego County Parent Liaison trainings facilitated through San Diego County Office of Education. | 4.3.1 4000-4999: Books And Supplies Title I $8,641<br><br>4.3.1 5000-5999: Services And Other Operating Expenditures Title I $31,641<br><br>4.3.1-Title III IMM 5000-5999: Services And Other Operating Expenditures Title III $5,000<br><br>$45,282 and $34,048 | 4.3.1 4000-4999: Books And Supplies Title I $4,191<br><br>4.3.1 5000-5999: Services And Other Operating Expenditures Title I $29,857<br><br>4.3.1-Title III IMM 5000-5999: Services And Other Operating Expenditures Title III $ |

# 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 planned actions and services for Goal 4 were all fully implemented this year. Parents were engaged through LCAP advisory meetings where information was shared and discussion occurred around CA School Dashboard performance indicators, Local Control Funding Formula, survey and stakeholder feedback, interim metric analysis and input around Goals, Actions & Services. Parent liaisons were instrumental in strengthening site parent engagement plans and continue to articulate with the feeder district, Escondido Union District. District translation services were used by all sites, with especially high requests made by District Service Center staff for highly technical parent forms and documents.

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

Successes
Parent Liaisons were critically instrumental in the significant increase in participants at the Parent Advisory Committee this year. Parents perceive the parent liaisons as being a resource and support with strong connections with parents and families. They continue to serve as assets to our educational community. Having a full time district translator has made a significant impact on the timeliness of translations for impactful communication. Plans to solicit feedback from our Spanish-speaking community regarding the level of accessible language are in progress. Balancing professional translation norms regarding technical language with producing comprehensible text for our parent community has been identified as a need.
Challenges
Although evidence suggests district parent liaisons are impacting our Spanish speaking families, LCAP Priorities Survey data reveals that participants have the highest level of dissatisfaction with the level of district-wide parent engagement. Renewed emphasis needs to occur on engaging not only Spanish-speaking parents, but with all parents as well. In some cases, English-only parents have very low participation in parent events, and strategies to engage parents regardless of primary language needs to be emphasized.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Goal 4 Action 2-3, the material difference between budgeted expenditures and estimated actual expenditures are primarily due to the following:
- One parent liaison reduced work hours for a portion of the year.
- Sites did not expend the entire 1% set-aside for parent involvement

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.

Change:
An analysis of Goal 4 indicates that additional parent liaison services at VHS are needed as they are the only site without a parent liaison. Resources to hire a part time parent liaison at VHS will be provided for 2019-20 (Goal 4, Planned Actions & Services p.136).

Action & Service 4.2.3 will change to: Site-based allocations aligned to Goal 4 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds. (Goal 4, Planned Actions & Services p.137).

# Annual Update

**LCAP Year Reviewed:  2018-19**

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

# Goal 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:

## Annual Measurable Outcomes

Expected                                                 Actual

| **Metric/Indicator**<br>Decrease the expulsion rate as determined by CDE by 0.05%<br><br>**18-19**<br>Decrease from 2017-18 by 0.05%<br><br>**Baseline**<br>All-0.50% | This 18-19 metric will be available on Data Quest at an undetermined date.<br><br>2017-2018<br>All – 0.35% (27 Students)<br><br>CDE does not provide student group expulsion data. To protect student privacy, data are suppressed on the Discipline Reports if the cell size within a selected student population (cumulative enrollment) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed. |
| **Metric/Indicator**<br>Decrease the percent of expulsions by 0.05%<br><br>**18-19**<br>Decrease from 2017-18 by 0.05%<br><br>**Baseline**<br>All-0.61% (49 students) | 2018-2019 Expulsions so far:<br>11 Students<br>Asian – 0%<br>Black – 0%<br>Filipino – 0%<br>Hispanic - 0.17%<br>White – 0.08% |

|                                            Expected                                            |                                            Actual                                            |
| --- | --- |

Expected | Actual
--- | ---

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%

ELL – 0.44%
RFEP – 0.11%
Spec Ed – 0.%
SED – 0.17%
Foster Youth – 0.00%
Homeless – 0.38%

2017-2018
All – 0.35% (27 Students)
Asian – 0%
Black – 0%
Filipino – 0%
Hispanic - 0.44%
White – 0.14%
ELL – 0.69%
RFEP – (N/A)
Spec Ed – 0.70%
SED – 0.39%
Foster Youth – 0%
Homeless – 0%

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

**18-19**
Decrease from 2017-18 by 1%

**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

2018-19 data will be released Fall 2019.

2017-2018
All- 3.8%; -0.5% (GREEN)
Asian – 2.1%; +0.7% (YELLOW)
Black – 4%; -7.5% (GREEN)
Filipino – 2.9%; +1.1% (YELLOW)
Hispanic – 4.2%; -0.6% (GREEN)
White – 2.6%; -0.2% (GREEN)
ELL- 6.6%; -2.7% (YELLOW)
RFEP- 0%
Spec Ed – 8.6%; -1.4% (YELLOW)
SED- 0%
Foster Youth – 9.5%; -14.9% (ORANGE)
Homeless – 6.9%; -4.1% (YELLOW)

|  | Expected | Actual |
|---|---|---|

<table>
<tr>
<td>

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)

</td>
<td>

</td>
</tr>
<tr>
<td>

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

**18-19**
Decrease from 2017-18 by 1%

**Baseline**
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%

</td>
<td>

2018-2019 (as of 5/3/19)

The interim metric below will not be available by percent until after the year is complete.

Counts
All – 27 Students
Asian – 7
Black – 12
Filipino – 3
Hispanic - 259
White – 53
ELL – 98
RFEP – 104
Spec Ed – 107
SED –  297
Foster Youth – 0
Homeless – 22

</td>
</tr>
<tr>
<td>

**Metric/Indicator**
Reduce the percent of second offenses for substance abuse for students participating in PAD program by 1%.

**18-19**
Decrease from 2017-18 by 1%

**Baseline**
7 out 81 PAD program completers had second offences
8.6%

</td>
<td>

18-19

176 Students referred to date 173 Completed.
20 students re-offended.

11% were second offenses.

</td>
</tr>
<tr>
<td>

**Metric/Indicator**
Reduce the percent of second offenses for bullying for students participating in bullying program by 3%.

</td>
<td>

18-19

152 completed

</td>
</tr>
</table>

| Expected | Actual |
|---|---|
| **18-19**<br>Decrease from 2017-18 by 1%<br><br>Change to:<br>Decrease the percent of second offenses for bullying for students participating in bullying programs by 2%.<br><br>**Baseline**<br>5 out 8 SOS program completers had second offences 5.8% | 10 re-offended<br><br>6.5% were second offenses. |
| **Metric/Indicator**<br>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)<br><br>**18-19**<br>Increase from 2017-18 by 5 points<br><br>Change to:<br>Increase the percent of students responding positiviely regarding school climate questions on the Healthy Kids Survey by 2%<br><br>**Baseline**<br>2016-17 Survey<br>District School Climate Index- 392<br>Overall Supports and Engagement- 327<br>Overall Low Violence and Substance Use- 435 | Remove this metric as Healthy Kids Survey data is reported through the CA School Dashboard Local Indicators report. |
| **Metric/Indicator**<br>Increase the number of indicators in "good" repair as measured by the Facility Inspection Tool.<br><br>**18-19**<br>Maintain 8 Good<br><br>Change to:<br>Maintain at 100% the number of facilities in "good" repair as measured by the Facility Inspection Tool.<br><br>**Baseline**<br>EHS- 7 Good; 1 Fair to 8 Good<br>OGHS-7 Good; 1 Fair to 7 Good; 1 Fair<br>SPHS-7 Good; 1 Fair to 8 Good<br>VHS-6 Good; 2 Fair to 8 Good<br>DLA-6 Good; 2 Fair to 7 Good; 1 Fair | 100% of facilities were rated "Good" as measured by the Facility Inspection Tool. |

| Expected | Actual |
|---|---|
| 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-Continue to provide the base services as 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 | |

## 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 5.2.1.4 School Resource Officer | 5.2.1 Interquest canines continue to be used by EUHSD.  In response to a marked increase in the use and possession of VAPE pens with THC, the number of visits by these canines has been doubled.  Safety assessments were completed on each campus last spring, and reports were generated with suggestions as to how to improve each site's physical safety.  5.2.1.1 The district continues to provide education programs for students in the Prevention And Diversion (PAD) program.  Students that | 5.2.1 to 5.2.2 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $275,206 5.2.1 to 5.2.2 2000-2999: Classified Personnel Salaries Supplemental and Concentration $162,739 5.2.1 to 5.2.2 3000-3999: Employee Benefits Supplemental and Concentration $166,020 5.2.1 to 5.2.2 4000-4999: Books And Supplies Supplemental and Concentration $45,000 | 5.2.1 to 5.2.2 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $286,290 5.2.1 to 5.2.2 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $138,529 5.2.1 to 5.2.2 3000-3999: Employee Benefits LCFF Supplemental and Concentration $175,098 5.2.1 to 5.2.3 4000-4999: Books And Supplies LCFF Supplemental and Concentration $21,965 |

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

successfully complete this program have the suspension removed from their record.

5.2.1.2
The district continues to offer Safety Of Students (SOS) for students who have been involved in fights or engaged in an act of bullying.  Students that successfully complete this program have the suspension removed from their record.

For the 18-19 school year, a specialized program on social awareness was added.  Like PAD and SOS, successful completion of this program removed the suspension from the students' records.

In the fall of 2018, the district created a Cultural Awareness Program (C.A.P.) in response to a social media needs from school sites.  This counseling program is handled much like P.A.D and S.O.S.

5.2.1.3
The EUHSD continues to be involved in monthly diversion panel at the Escondido Police Department.  This program is used as is appropriate for students to avoid being sent to juvenile court for transgressions in the community.
Diversion is held monthly at the Escondido Police Department. The panel includes a

5.2.1 to 5.2.2 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $111,250
$760,215 and $746,261

5.2.1 to 5.2.3 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $124,379

representative from the EUHSD, the EPD, the Escondido Education COMPACT and several other agencies.

5.2.1.4
An additional School Resource Officer was provided to EUHSD. These services are cost shared with other Escondido city schools.

5.2.2
An MTSS Task Force has been created to align the district intervention programs from one campus to another.  This task force envelops PBIS and Restorative Justice programs already in existence.

School sites have taken advantage of funds set aside for student incentives and staff trainings.

5.2.2.1
The third SRO has made a marked difference in response times, as well as the level of support offered by the EPD.  A fourth officer was added, funded by a grant written by the EPD.

5.2.2.2
Each campus is at a different level of implementation.  PBIS Coordinators serve to lead and implement each site's plan.The MTSS task force will ensure that school sitse are more in line with services and interventions offered from one campus to the other.

| | 5.2.2.3
All campus supervisors have completed safety training in Fall 2018 as required by law.

All schools have had emergency supplies restocked and updated.

5.2.2.4
For the 18-19 school year EUHSD began the use of the Raptor Visitor Management System. This system requires that all visitors check in and provide identification that is checked against the national sex offender database. The Raptor system is in place on each campus.

5.2.3
Site-based allocations aligned to Goal 5 action and service priorities were used to support safe and respectful environments. District keeps internal accounting to verify appropriate expenditures of funds. | | |
|---|---|---|---|

## 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. | 5.3.1
Camp Lead in the fall of 2018 allowed 78 students to experience leadership training. The second camp was scheduled for 1/24/19. A third camp, specific to Escondido | 5.3.2 1000-1999: Certificated Personnel Salaries Title I $104,800 | 5.3.2 1000-1999: Certificated Personnel Salaries Title I $107,291 |
| | | 5.3.1 3000-3999: Employee Benefits Title I $26,200 | 5.3.1 3000-3999: Employee Benefits Title I $45,272 |

| 5.3.2 Implement RESET Program to support identified students with academic, attendance and behavioral challenges. | High School was offered in March of 2019.<br><br>DLA continues to run regular Restorative Circles.<br><br>5.3.2<br>EHS continues to run the RESET Program.<br>SPHS is running a similar program through their counseling department.<br>OGHS is considering a program for 19'-20' | 5.3.1 5000-5999: Services And Other Operating Expenditures Title I $30,000<br><br>$161,000 and $221,843 | 5.3.1 5000-5999: Services And Other Operating Expenditures Title I $69,280 |

# 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.

In 2018-19, the District continued programs that have shown success in supporting safe and respectful environments such PAD, SOS, PBIS, Restorative Practices, the Reset Program (at 2 campuses), SARB, RTP, Camp Lead, Interquest Detection Canines, Raptor, and security staff training.
During this year, the following services have been added:  MTSS Task Force, 3rd and 4th School Resource Officers, return SART teams, and Vape detectors.

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

Successes: The PAD and SOS programs resulted in less than a 10% recidivism rate (5.2.1.1).  PBIS, SART, MTSS, Restorative Practices, the Reset Program speak to a reduction of overall suspension rate for student discipline (5.2.2.2).  RTP, Camp Lead, Interquest Detection Canines, Raptor, and security staff training are preventive measures put in place to support students in their decision-making and in the continuing efforts to keep campuses safe. (CHKS data, 5.2.1, 5.2.2.3, 5.3.1, 5.3.2).

Challenges: Vaping continues to be a major problem in our school district. Vape detectors have been installed in select bathrooms as a part of a pilot program. Student attendance continues to be a challenge. The SART/SARB process needs to be adjusted to respond more effectively.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Goal 5 Action 3, the material difference between budgeted expenditures and estimated actual expenditures are due to the following:
- Camp Lead was more expensive than initially budgeted due to increased fees from the facility and to compensate camp staff. The first year EUHSD was not charged. Also, one of our comprehensive sites had need of a second camp.

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:
The Expected Annual Measurable Outcome metric will be removed and monitored internally: Reduce the percent of second offenses for substance abuse for students participating in P.A.D. program by 1% (Goal 5, Expected Annual Measurable Outcomes p.142).

The Expected Annual Measurable Outcome metric will be removed and monitored internally: Reduce the percent of second offenses for bullying for students participating in bullying program by 3% (Goal 5, Expected Annual Measurable Outcomes p.142).

Expected Annual Measurable Outcome metric- Decrease the expulsion rate as determined by CDE by 0.05% will change to: Maintain or decrease from 2018-19 (Goal 5, Expected Annual Measurable Outcomes p.140).

Expected Annual Measurable Outcome metric- Decrease the percent of expulsions by 0.05% will change to: Maintain or decrease from 2018-19 (Goal 5, Expected Annual Measurable Outcomes p.140).

Expected Annual Measurable Outcome metric- Decrease the suspension rate as reported on the CA School Dashboard will change to: Maintain or decrease from 2018-19 (Goal 5, Expected Annual Measurable Outcomes p.141).

The Expected Annual Measurable Outcome metric will be removed as Healthy Kids Survey data is reported through the CA School Dashboard Local Indicators report: Increase the percent of students responding positively regarding school climate questions on the Healthy Kids Survey by 2% (Goal 5, Expected Annual Measurable Outcomes p. 143).

Action & Service 5.2.3 will change to: Site-based allocations aligned to Goal 5 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds. (Goal 5, Planned Actions & Services p.146).

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

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

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 requirements, 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.

**District Stakeholder Engagement**

- LCAP Survey
  The 2018-19 LCAP Survey was developed in partnership with Escondido Secondary Teachers Association (ESTA) as well as the District Parent Advisory Committee (PAC). The survey window for stakeholders to respond was from January 8, 2019 to February 28, 2019 and links/QR codes were provided to all staff (certificated, classified, management, administrators including principals), students, parents/guardians (including parents of unduplicateed and special education students) and the EUHSD community through district and school websites, social media (Twitter and facebook), hard copy distribution through parent liaisons and via stakeholder engagement meetings. EUHSD analyzed all feedback to provide key findings which were subsequently reviewed with bargaining units, management, DELAC and parent stakeholder groups. The survey targeted the district's five goals around academic achievement, effective instruction and leadership, support for students, parent engagement and school safety.

- District Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) met jointly throughout the year to collaboratively engage in the LCAP development journey:

  - **October 16, 2019**
    The objective was to build understanding around LCFF/LCAP development and share our 18-19 LCAP. Parents were provided with an LCFF/LCAP overview, analyzed a summary of goals, outcomes and actions and were provided with an early draft of the 19-20 LCAP Survey for feedback. An LCAP binder was provided to each participant with current

LCAP and all meeting documents in order to serve as an on-going resource. A record number of 70 English and Spanish speaking participants engaged all together through both table groups and whole group share out.

- o **February 19, 2019**
  The objective was to share an annual update around LCAP metrics and build capacity around the CA School Dashboard. After viewing a Dashboard video, participants engaged in "data chats" around math and literacy strands of the data through a data carousel activity. They documented group noticings and wonderings around College & Career Indicator (CCI), a-g completion rates, 9th graders passing ELA/math college and career ready, SBAC ELA/math results, EL progress, State Seal of Biliteracy, AP pass rate and enrollment, graduation rate, CTE enrollment and completers, attendance, suspension/expulsion rate, Golden State Seal and other local data. Parents shared out in whole group a key noticing and wondering.

- o **March 19, 2019**
  The objective was to share LCAP Survey and Student Forum results and to prioritize around 19-20 Actions & Services. Key findings focused on preparing students for college, academic support & guidance, planning instruction to meet student needs & two-way parent communication. Participants then provided input on 19-20 Planned Actions & Services through a "spend-a-dot" activity where each was given 10 colored dots to stick onto the posters of proposed actions & services. This activity allowed participants to provide feedback on what was important. Other topics were also discussed such as district readiness for providing educational technology for students.

- o **April 23, 2019**
  The objective was to share important state and federal updates, share the Budget Overview for Parents and provide participants with a DRAFT of 19-20 LCAP and infographic. Participants were presented with the state and federal accountability systems such as Differentiated Assistance and Comprehensive Support & Improvement. The intent was to ensure they understood the continuous improvement model that EUHSD will be held to in the next year. Prop 58 requirements were also outlined and a handout of the data chat wonderings with responses were provided. There was also time for small table groups to reflect on what components were desirable for a progress monitoring tool. This activity was in response to parents wondering in previous meetings how we know if the actions & services provided are effective for the intended students and community. Participants engaged in small groups around the DRAFT LCAP and submitted additional questions. Finally, parents responded to a survey around the CA Dashboard Local Indicators Priority 3- Parent Engagement Self-Reflection Rubric. They were asked to provide feedback on sections that pertained to their work this past year so that the self-evaluation provided in the fall is reflective of participants from an entire year.

- ▪ District English Learner Advisory Committee (DELAC) met on Feb 21, 2019 and April 25, 2019 to review the same data as the February 19th PAC meeting and proposed budgets and Goals, Actions & Services. Since DELAC leaders also attend the

PAC, activities were replicated for DELAC members. Questions regarding LCFF and LCAP were recorded and formal written responses were provided and posted via the district website.

The LCAP feedback activities and data activities/review that were implemented in the PAC were also implemented with the stakeholder groups below:

- EUHSD Management Leadership Teams/Needs Assessment Evaluation- February 7, 2019 and March 7, 2019

- Bargaining Unit Stakeholder Engagement
    - Escondido Secondary Teachers Association (ESTA) – March 25, 2019
    - California School Employees Association (CSEA) Chapter 219- March 27, 2019

- Social Worker at SDCOE Foster Youth Stakeholder Meeting- May 7, 2019
    - District Social Worker attended with an EUHSD team

**District Website Community Feedback Period**
For approximately one month, the community was provided an opportunity to give feedback on the 2019-20 LCAP. Input was collected via an electronic form. An Educational Services Newsletter to all district staff was sent out on May 8, 2019. It highlighted links to the LCAP Parent Advisory Committee video, LCAP Infographic and LCAP webpage.  A communication was sent to parents via email, text message and phone call notifying them of the opportunity to provide feedback through accessing the provided link.

**District-wide Student Forums**
Continuing from the 17-18 school year, our two student board member representatives facilitated Student Forums at each site with participants consisting of LCAP unduplicated student groups, Special Education students and student leaders across various extra-curricular programs. The students responded to questions around their educational experiences, engaged deeply in honest discussion and provided important feedback that helped inform our decision-making. Student Forum feedback themes focus around students identifying social-emotional-mental health issues as the biggest distraction from school, math as the subject they struggle with most, desiring real world skills/knowledge and desiring passionate, knowledgeable & skilled teachers/counselors.

**Differentiated Assistance (DA) Year 1**
EUHSD's DA team engaged in a Data Institute, Study Session 1, Study Session 2 and Root Cause Institute. The analysis and reflections from these meetings built the team's capacity to recognize systems that need refinement. This will influence stakeholder engagement activities for the 19-20 school year.

**School Stakeholder Engagement Meetings**

School Parent Meetings in English and Spanish
- DLA-February 26, 2019
- EHS- February 28, 2019
- OGHS-February 12, 2019
- SPHS- March 4, 2019
- VHS- February 20, 2019

Student Forum Meetings
- DLA- March 4, 2019
- EHS- February 19, 2019
- OGHS- February 12, 2019
- SPHS- February 21, 2019
- VHS- February 28, 2019

School Staff Meetings
- DLA- March 4, 2019
- EHS- March 13, 2019
- OGHS- February 12, 2019
- SPHS- February 13, 2019
- VHS- February 13, 2019

School Site Council Meetings with LCAP Focus
- DLA- February 12, 2019
- EHS- February 28, 2019
- OGHS-November 11,2018
- SPHS- February 13, 2019
- VHS- February 20, 2019

English Learner Advisory Committee:
- DLA- February 26, 2019
- EHS- February 21, 2019
- OGHS- March 19, 2019
- SPHS- February 13, 2019
- VHS- February 7, 2019

**Board of Trustees**

Board Workshop occurred on February 5, 2019 and May 7, 2019. Board members engaged in deeper discussion opportunities around fiscal updates, LCAP survey findings, stakeholder feedback and proposed changes for the 19-20 LCAP.

Board Meeting (June 11, 2019)- Board of Trustees provided with final LCAP and presentation on district progress and actions/services. Public Hearing for responses to LCAP DRAFT from stakeholders.

Board Meeting (June 18, 2019)- Board of Trustees approved the district budget along with the Local Control Accountability Plan.

# 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. Consultations with the various stakeholder groups helped shape the modifications in the 2019-20 actions and services.

LCAP Survey stakeholder priorities around Goals 1-5:

Goal 1- Provide a curriculum that promotes deep thinking and challenging activities and preparing students for college

Goal 2- Supporting teachers to plan instruction to meet students' needs and recruiting and retaining high quality teachers

Goal 3- Students are provided with extra academic help when struggling in school (tutoring, interventions, etc.) and students are able to meet with a counselor to discuss academic or guidance topics when needed

Goal 4- Provide regular two-way communication on students' academic performance and/or behavior issues and information workshops to help parents prepare students for college or the workforce

Goal 5- Key Finding: EUHSD promotes positive student behavior in order to strengthen students' relationships with their peers and their teachers. Respondents view the environment at EUHSD schools positively, in general, finding them well-maintained, welcoming, and safe.

EUHSD approached the use of stakeholder feedback and input by synthesizing the information gathered from stakeholder meetings, survey and metric data analysis. All general actions and services from 2018-19 will continue into 2019-20. Information gathered in the stakeholder engagement process influenced the LCAP in the following ways:
- Student advisory (Goal 3.2.6, p. 125)
- Additional parent liaison for Valley Continuation High School (Goal 4.2.1 p.136)
- Additional counseling services (Goal 3.2.4 p. 125)

# 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
- English Learner redesignation 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 % <br><br> Change to: Increase the EL graduation rate by 2% as reported on the CA School Dashboard | Increase the EL graduation rate by 2% as reported on the CA School Dashboard |
| Meet established AMAO targets <br> • AMAO I- Percent of ELs making annual progress learning English <br> • AMAO 2- percent of ELs attaining English language proficiency | AMAO1-49.2% AMAO2a-11.2% AMAO2b-42.5% | Increase from baseline by 3% <br><br> The AMAO requirement is no longer in place. | Increase from 2017-18 by 3% <br><br> Change to: <br><br> Since there will be no "color" on the CA School Dashboard, establish a transition metric to measure EL progress. | Since there will be no "color" on the CA School Dashboard, establish a transition metric to measure EL progress. |
| 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%<br><br>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% SED-54.9% | Increase from the baseline by 2% | Increase from 2017-18 by 2%<br><br>Change to: Increase the percent of 11th grade students that meet or exceed standards as established for CAASPP | Increase the percent of 11th grade students that meet or exceed standards as established for CAASPP by 1%; 2% to close the achievement gaps |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | Homeless-30.4%<br><br>MATH<br>All-26.0%<br>Asian-66.0%<br>Black-32.5%<br>Hispanic-18.2%<br>White-43.4%<br>ELL-0%<br>RFEP-24.1%<br>Spec Ed-5.0%<br>SED-20.0%<br>Homeless-4.3% | | 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<br>All-22.6%<br>Asian-60.4%<br>Black-35.0%<br>Hispanic-15.5%<br>White-37.2%<br>ELL-0%<br>RFEP-19.3%<br>Spec Ed-2.5%<br>SED-17.4%<br>Homeless-8.7%<br><br>MATH<br>All-8.4%<br>Asian-37.7%<br>Black-10.0%<br>Hispanic-4.5%<br>White-15.4%<br>ELL-0%<br>RFEP-6.8%<br>Spec Ed-1.3%<br>SED-5.4% | Increase from the baseline by 2% | Increase from 2017-18 by 2%<br><br>Change to:<br>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 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. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | 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%<br>Hispanic-76.2%<br>White-77.4%<br>Black-76.2%<br>Asian-82.6%<br>Filipino-97.2%<br><br>EL-61.5%<br>RFEP-77.3%<br>SWD-77.4%<br>SED-76.2%<br>Foster-66.7% | Increase from the baseline by 2% | Increase from 2017-18 by 2%<br><br>Remove this metric as it is already included in a-g completion metric. | This metric has been removed as it is already included in a-g completion metric. |
| Increase the percent of students scoring 3 or higher on an Advanced Placement (AP) exam by 2% | All-55.8%<br>Asian-57.2%<br>Black-62.0%<br>Filipino-41.3%<br>Hispanic-51.0%<br>White-64.3%<br><br>ELL-84.0%<br>RFEP-49.3%<br>Spec Ed-44.4%<br>SED-51.0%<br>Foster Youth-90.0% | Increase from the baseline by 2% | Increase from 2017-18 by 2%<br><br>Change to:<br>Increase by 1% students scoring 3 or higher on an AP exam; 2% to close the achievement gaps | Increase from 2018-19 by 1% students scoring 3 or higher on an AP exam; 2% to close the achievement gaps |
| Increase the percent of students enrolled in AP courses by 2% | All-8.3%<br>Asian-20.7%<br>Black-6.6%<br>Filipino-14.3%<br>Hispanic-5.7% | Increase from the baseline by 2% | Increase from 2017-18 by 2%<br><br>Change to: | Increase from 2018-19 the percent of students enrolled in AP courses by 1%; 2% to close access gaps |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | White-15.1%<br>ELL-0.6%<br><br>RFEP-7.0%<br>Spec Ed-0.4%<br>SED-6.1%<br>Foster Youth-0%<br>Homeless-2.7% | | Increase the percent of students enrolled in AP 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%<br><br><br>Remove this metric due to 10th graders participating in AP in larger numbers | This metric has been removed. |
| Increase the percent of students meeting the UC a-g requirements by 2% | All-39.5%<br>Asian-71.4%<br>Black-46.2%<br>Filipino-53.8%<br>Hispanic-32.5%<br>White-53.0%<br><br>ELL-0%<br>RFEP-37.0%<br>Spec Ed-4.3%<br>SED-32.6%<br>Homeless-15.0% | Increase from the baseline by 2% | Increase from 2017-18 by 2%<br><br>Change to:<br>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 the percent of students meeting the UC a-g requirements by 1%; 2% to close the achievement gaps |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Increase the percent of students qualifying for the Seal of Biliteracy by 2% | All-15.7%<br>Asian-11.4%<br>Black-2.8%<br>Filipino-2.6%<br>Hispanic-21.1%<br>White-6.0%<br><br>ELL-1.8%<br>RFEP-23.2%<br>Spec Ed-0.9%<br>SED-19.3%<br>Homeless-16.7% | Increase from the baseline by 2% | Increase from 2017-18 by 2% | Increase from 2018-19 by 2% |
| Increase the percent of students qualifying as CTE completers by 2%<br><br><br><br><br>New metric:<br>Increase the percent of CTE enrollment by 1% | All-3.6%<br>Asian-1.6%<br>Black-3.8%<br>Filipino-3.4%<br>Hispanic-3.7%<br><br>White-3.3%<br>ELL-2.5%<br>RFEP-4.0%<br>Spec Ed-4.2%<br>SED-4.0% | Increase from the baseline by 2% | Increase from 2017-18 by 2% | Increase from 2018-19 by 2%<br><br><br><br>Increase from 2018-19 by 1% |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| 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%<br><br>Change to:<br>Maintain or increase by 5% the level of standards implementation as reported on the CA School Dashboard Local Indicator | Maintain or increase the level of standards implementation as reported on the CA School Dashboard Local Indicator |
| 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)

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

| All<br>Students with Disabilities | All Schools |
|---|---|

**OR**

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

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

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

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

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

**Actions/Services**

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| --- | --- | --- |
| 1.1 Base Services<br>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.<br>1.1.1.1. Include special education teachers in the curriculum revision and unit development process<br>1.1.2 Incorporate the use of appropriate technology so that students have the necessary skills to graduate college and career ready.<br>1.1.3 Continue plans to ensure fair, equitable and consistent grading practices.<br>1.1.4 Provide core and supplementary standards-aligned instructional materials to support implementation of course revisions.<br>1.1.5 Provide materials, supplies, other resources and operational services to support all curricular and co-curricular programs. | 1.1 Base Services<br>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.<br>1.1.1.1. Include special education teachers in the curriculum revision and unit development process<br>1.1.2 Incorporate the use of appropriate technology so that students have the necessary skills to graduate college and career ready.<br>1.1.3 Continue plans to ensure fair, equitable and consistent grading practices.<br>1.1.4 Provide core and supplementary standards-aligned instructional materials to support implementation of course revisions.<br>1.1.5 Provide materials, supplies, other resources and operational services to support all curricular and co-curricular programs. | 1.1 Base Services<br>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.<br>1.1.1.1. Include special education teachers in the curriculum revision and unit development process<br>1.1.2 Incorporate the use of appropriate technology so that students have the necessary skills to graduate college and career ready.<br><br>1.1.4 Provide core and supplementary standards-aligned instructional materials to support implementation of course revisions.<br>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 | $329,362 |
| Source | Base | Base | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries<br>1.1.1 | 1000-1999: Certificated Personnel Salaries |
| Amount | $8,000 | $9,000 | $172,687 |
| Source | Base | Base | Base |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits<br>1.1.1 | 2000-2999: Classified Personnel Salaries |
| Amount | $200,000 | $200,000 | $257,690 |
| Source | Base | Base | Base |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies<br>1.1.2 | 3000-3999: Employee Benefits |
| Amount | $100,000 | $100,000 | $134,069 |
| Source | Base | Base | Base |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures<br>1.1.2 | 4000-4999: Books And Supplies |
| Amount | $500,000 | $535,000 | $210,273 |
| Source | Base | Base | Base |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies<br>1.1.4 | 5000-5999: Services And Other Operating Expenditures |

| Amount | $4,000,000 | $4,150,000 | |
| --- | --- | --- | --- |
| Source | Base | Base | |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | |
| 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)

[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:**<br>(Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:**<br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | **Location(s):**<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| --- | --- | --- |
| English Learners<br>Foster Youth<br>Low Income | Schoolwide | All Schools<br>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.

1.2.3.1 Contract with Hanover research to evaluate district developed LCAP metrics to help ensure they measure program effectiveness.

---

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.

1.2.3.1 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

---

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.

1.2.3.1 Contract with EAB (Education Advisory Board) to provide services around research-based best practices, models, and professional learning for college and career readiness.

1.2.4    Career Technical Education Pathways/Curriculum Alignment

1.2.5  Site-based allocations aligned to Goal 1 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds.

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $865,000 | $970,257 | $922,742 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>1.2.1 to 1.2.3 | 1000-1999: Certificated Personnel Salaries<br>1.2.1 to 1.2.5 | 1000-1999: Certificated Personnel Salaries<br>1.2.1 to 1.2.5 |
| Amount | $618,000 | $758,179 | $723,017 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries<br>1.2.1 to 1.2.5 | 2000-2999: Classified Personnel Salaries<br>1.2.1 to 1.2.5 |
| Amount | $380,000 | $669,442 | $419,122 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits<br>1.2.1 to 1.2.5 | 3000-3999: Employee Benefits<br>1.2.1 to 1.2.5 |
| Amount | $93,000 | $311,616 | $551,397 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 4000-4999: Books And Supplies<br>1.2.1 to 1.2.5 | 4000-4999: Books And Supplies<br>1.2.1 to 1.2.5 |
| Amount | | $214,191 | $75,000 |
| Source | | Supplemental and Concentration | LCFF Supplemental and Concentration |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures<br>1.2.1 to 1.2.5 | 5000-5999: Services And Other Operating Expenditures<br>1.2.1 to 1.2.5 |
| Amount | | $29,269 | |

| | | | |
|---|---|---|---|
| Source | | Supplemental and Concentration | |
| Budget Reference | | 7000-7439: Other Outgo<br>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)

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

| | |
|---|---|
| All<br>Specific Student Groups: 1.3.1, 1.3.2  English Learners | All Schools |

### OR

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

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

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

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

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

## Actions/Services

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 1.3 Targeted Supplemental Services<br>1.3.1 Provide instructional aides for students enrolled in ELD classes.<br>1.3.2 Offer support classes for students enrolled in ELD.   Reduce class size in both core and support ELD classes.<br>1.3.3 Provide evidence-based instructional support to identified at-risk 9th grade students. | 1.3 Targeted Supplemental Services<br>1.3.1 Provide instructional aides for students enrolled in ELD classes.<br>1.3.2 Offer support classes for students enrolled in ELD.   Reduce class size in both core and support ELD classes.<br>1.3.3 Provide evidence-based instructional support to identified at-risk 9th grade students. | 1.3 Targeted Supplemental Services<br>1.3.1 Provide instructional aides for students enrolled in ELD classes.<br>1.3.2 Offer support classes for students enrolled in ELD.   Reduce class size in both core and support ELD classes.<br>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. | 1.3.4 Inform best practices by analyzing data from metrics, assessments and other sources, including research. | 1.3.4 Inform best practices by analyzing data from metrics, assessments and other sources, including research. |
|---|---|---|

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $525,000 | $283,498 | $401,754 |
| Source | Title III | Title I | Title I |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries 1.3.2 | 1000-1999: Certificated Personnel Salaries 1.3.2. to 1.3.4 |
| Amount | $65,000 | $103,775 | $86,658 |
| Source | Title III | Title I | Title I |
| Budget Reference | 2000-2999: Classified Personnel Salaries | 3000-3999: Employee Benefits 1.3.2 | 3000-3999: Employee Benefits 1.3.2. to 1.3.4 |
| Amount | $120,000 | $90,000 | $85,000 |
| Source | Title III | Title I | Title I |
| Budget Reference | 3000-3999: Employee Benefits | 4000-4999: Books And Supplies 1.3.2/1.3.3 | 5000-5999: Services And Other Operating Expenditures 1.3.4 |
| Amount | | $46,000 | $2,468 |
| Source | | Title I | Title III |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures 1.3.4 | 1000-1999: Certificated Personnel Salaries Title III IMM 1.3.2 |

| | | | |
|---|---|---|---|
| Amount | | $66,510 | $532 |
| Source | | Title III | Title III |
| Budget Reference | | 2000-2999: Classified Personnel Salaries<br>1.3.1- Title III EL | 3000-3999: Employee Benefits<br>Title III IMM 1.3.2 |
| Amount | | $24,600 | $68,722 |
| Source | | Title III | Title III |
| Budget Reference | | 3000-3999: Employee Benefits<br>1.3.1- Title III EL | 2000-2999: Classified Personnel Salaries<br>Title III EL 1.3.1 |
| Amount | | $2,920 | $20,919 |
| Source | | Title III | Title III |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries<br>1.3.2- Title III IMM | 3000-3999: Employee Benefits<br>Title III EL 1.3.1 |
| Amount | | $1,080 | $27,480 |
| Source | | Title III | Title IV |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries<br>1.3.2 Title III IMM | 4000-4999: Books And Supplies<br>1.3.3 |
| Amount | | | $14,442 |
| Source | | | Federal Funds |
| Budget Reference | | | 4000-4999: Books And Supplies<br>ESSA CSI 1.3.3 |
| Amount | | | $148,000 |
| Source | | | Federal Funds |
| Budget Reference | | | 5000-5999: Services And Other Operating Expenditures<br>ESSA CSI 1.3.3 to 1.3.4 |

# 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 to be 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 | All-100% | Maintain at 100% | Maintain at 100% | Maintain at 100% |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| credentialed and assigned | | | | |
| 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%<br><br>Change to:<br>Maintain or increase the level of professional learning implementation as reported on the CA School Dashboard local indicator. | Maintain or increase the level of professional learning implementation as reported on the CA School Dashboard local indicator. |
| 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<br>93.3% of Year 2 Participating Teachers completed Year 2 BTSA requirements | Maintain Year 1 participation at 100%<br>Increase Year 2 completion to 100% | Maintain Year 1 participation at 100%<br>Increase Year 2 completion to 100% | Maintain Year 1 participation at 100%<br>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%<br><br>Remove this metric:<br>PL now included in local indicator rubrics | Metric removed as professional learning is now included in local indicator rubrics. |

| 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% | Metric removed as professional learning is now included in local indicator rubrics. |

# 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)

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

| All<br>Students with Disabilities | All Schools |
|---|---|

**OR**

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

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

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

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

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

### Actions/Services

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| --- | --- | --- |
| 2.1 Base Services<br>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).<br>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.<br>2.1.2.1 Target special education teachers to participate in content specific professional learning events | 2.1 Base Services<br>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).<br>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.<br>2.1.2.1 Target special education teachers to participate in content specific professional learning events | 2.1 Base Services<br>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).<br>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.<br>2.1.2.1 Target special education teachers to participate in content specific professional learning events |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- | --- |
| Amount | $29,000,000 | $31,032,596 | $34,762,308 |
| Source | Base | Base | Base |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries<br>2.1.1-2.1.2 | 1000-1999: Certificated Personnel Salaries |
| Amount | $11,000,000 | $11,844,068 | $14,413,172 |
| Source | Base | Base | Base |
| Budget Reference | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries<br>2.1.1-2.1.2 | 2000-2999: Classified Personnel Salaries |

| | | |
|---|---|---|
| Amount | $17,000,000 | $18,966,856 | $25,025,043 |
| Source | Base | Base | Base |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |
| Amount | $50,220 | | $1,926,181 |
| Source | Base | | Base |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | | 4000-4999: Books And Supplies |
| Amount | | | $12,207,264 |
| Source | | | LCFF Base |
| Budget Reference | | | 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 | Modified Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| --- | --- | --- |
| 2.2 Increased and/or Improved Supplemental Services<br>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.<br>2.2.2 Provide additional time to increase effective engagement in professional collaborations such as Professional Learning Communities (PLC) and professional learning days.<br>2.2.3 Increase the support provided by content specialists and instructional coaches in order to improve teaching and learning.<br>2.2.4 Increase district and site leadership capacity for instructional leadership in order to improve student learning, focusing on identified areas of need.<br>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<br>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.<br>2.2.2 Provide additional time to increase effective engagement in professional collaborations such as Professional Learning Communities (PLC) and professional learning days.<br>2.2.3 Increase the support provided by content specialists and instructional coaches in order to improve teaching and learning.<br>2.2.4 Increase district and site leadership capacity for instructional leadership in order to improve student learning, focusing on identified areas of need.<br>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.<br>2.2.6    Site Discretionary Funds to support effective instruction and leadership | 2.2 Increased and/or Improved Supplemental Services<br>2.2.1 Due to the difficulty in recruiting, hiring, and retaining qualified staff to support unduplicated pupils and to support students graduating college and career ready, maintain restructured certificated teacher salary schedule for the purpose of recruiting and retaining high quality teachers.<br>2.2.2 Provide additional time to increase effective engagement in professional collaborations such as Professional Learning Communities (PLC) and professional learning days.<br>2.2.3 Increase the support provided by content specialists and instructional coaches in order to improve teaching and learning.<br>2.2.4 Increase district and site leadership capacity for instructional leadership in order to improve student learning, focusing on identified areas of need.<br>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-based allocations aligned to Goal 2 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds. |
|---|---|---|

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $2,580,000 | $2,397,554 | $2,478,220 |
| 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 2.2.1 to 2.2.6 |
| Amount | $560,000 | $18,250 | $20,856 |
| 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 | 2000-2999: Classified Personnel Salaries 2.2.1 to 2.2.6 |
| Amount | $15,000 | $673,740 | $540,901 |
| 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 | 3000-3999: Employee Benefits 2.2.1 to 2.2.6 |
| Amount | $115,000 | $36,500 | $151.031 |
| 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 | | |
|--|--|--------|--|--|----------|--|--|

| 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)

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

| All<br>Specific Student Groups: English Learners 2.3.4 | All Schools |
|---|---|

**OR**

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

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

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

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

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

**Actions/Services**

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 2.3 Targeted Supplemental Services<br>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 Targeted Supplemental Services<br>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 Targeted Supplemental Services<br>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 | 2.3.1.1 BTSA Induction Program | 2.3.1.1 RISE Induction Program |
|---|---|---|
| 2.3.1.2 Industry certifications | 2.3.1.2 Industry certifications | 2.3.1.2 Industry certifications |
| 2.3.2 Build teacher and site leadership capacity for effective engagement in professional collaborations | 2.3.2 Build teacher and site leadership capacity for effective engagement in professional collaborations | 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 | 2.3.3 Increase the support the support provided by content specialists and instructional coaches in order to improve teaching and learning | 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-wide initiatives described in Goals 1-5. | 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-wide initiatives described in Goals 1-5. | 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-wide initiatives described in Goals 1-5. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $50,000 | $444,084 | $583,039 |
| Source | Title II | Title I | Title I |
| Budget Reference | 1000-$275,984<br>3000-$48,758<br>5000-$336,077<br>5000 Title III IMM-$7,000 | 1000-1999: Certificated Personnel Salaries<br>2.3.2-2.3.4 | 1000-1999: Certificated Personnel Salaries<br>2.3.2-2.3.4 |

| | | | |
|---|---|---|---|
| Amount | $65,000 | $154,543 | $126,928 |
| Source | Title I | Title I | Title I |
| Budget Reference | 1000-$275,984<br>3000-$48,758<br>5000-$336,077<br>5000 Title III IMM-$7,000 | 3000-3999: Employee Benefits<br>2.3.2-2.3.4 | 3000-3999: Employee Benefits<br>2.3.2-2.3.4 |
| Amount | $241,893 | $90,000 | $149,000 |
| Source | | Title I | Title I |
| Budget Reference | 1000-$275,984<br>3000-$48,758<br>5000-$336,077<br>5000 Title III IMM-$7,000 | 5000-5999: Services And Other Operating Expenditures<br>2.3.4 | 5000-5999: Services And Other Operating Expenditures<br>2.3.3-2.3.4 |
| Amount | $280,518 | $106,745 | $155,275 |
| Source | | Title II | Title II |
| Budget Reference | 1000-$275,984<br>3000-$48,758<br>5000-$336,077<br>5000 Title III IMM-$7,000 | 1000-1999: Certificated Personnel Salaries<br>2.3.1/2.3.3 | 1000-1999: Certificated Personnel Salaries<br>2.3.1/2.3.3 |
| Amount | | $39,481 | $33,493 |
| Source | | Title II | Title II |
| Budget Reference | | 3000-3999: Employee Benefits<br>2.3.1/2.3.3 | 3000-3999: Employee Benefits<br>2.3.1/2.3.3 |

| | | |
|---|---|---|
| Amount | | $120,000 | $40,000 |
| Source | | Title II | Title II |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures 2.3.1/2.3.4 | 5000-5999: Services And Other Operating Expenditures 2.3.1/2.3.4 |
| Amount | | $6,000 | $66,000 |
| Source | | Title III | Title IV |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures 2.3.4- Title III IMM | 5000-5999: Services And Other Operating Expenditures 2.3.4 |
| Amount | | | $8,226 |
| Source | | | Federal Funds |
| Budget Reference | | | 1000-1999: Certificated Personnel Salaries ESSA CSI 2.3.4 |
| Amount | | | $1,774 |
| Source | | | Federal Funds |
| Budget Reference | | | 3000-3999: Employee Benefits ESSA CSI 2.3.4 |

# 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 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%<br>Hispanic-69.1%<br>White-85.6%<br>Black-72.5%<br>Asian-91.5% | Increase from baseline by 1% | Increase from 2017-18 by 1% | Remove this metric as it is already included in a-g completion metric. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | Filipino-85.9%<br><br>EL-44.4%<br>RFEP-73.7%<br>SWD-61.4%<br>SED-69.5%<br>Foster Youth-69.8%<br>Homeless-58.9% | | | |
| Increase the percent of students meeting all requirements for the MAP program by 3% | All-26.5%<br>Hispanic-22.3%<br>White-29.0%<br>Black-0%<br>Asian-50.0%<br><br>Filipino-71.4%<br>EL-0% to 3%<br>RFEP-26.9%<br>SWD-0%<br>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<br>All-92.8 %: 2.1% GREEN<br>Hispanic-91.7%; 3.9%<br>White-95.7%;0.2%<br>Black-82.8%; -7.9%<br><br>Asian-94.7%; -1.0%<br>Filipino-97.8%; 0.6%<br>EL-88.4%; 14.0%<br>SWD-76.6%; 1.9%<br>SED-91.2%; 3.5% | 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 |
|---|---|---|---|---|
| Decrease cohort dropout rate from previous year by 0.5% | All-7.2%<br>Hispanic-8.1%<br>White-5.2%<br>Black-19.4%<br>Asian-2.4%<br><br>Filipino-2.2%<br>EL-10.5%<br>SWD-13.5%<br>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<br>• 444 events on college and career topics attended by 1872 parents<br>• 98 events on academic and school success topics attended by 1512 parents<br><br>(Data represents events offered during and after the school day) | Increase from the baseline by 2% | Increase from the previous year by 2%<br><br>Remove this metric: Important for internal measures | Remove this metric as it is monitored locally. |

| 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<br>• 55 events on college and career topics attended by 1254 parents<br>• 75 events on academic and school success topics attended by 2983 parents<br><br>(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:<br>• 1,019 students served<br>• 63 students with group support<br>• 2182 individual counseling/support sessions<br>• 100 threat assessments<br>• 285 students /families referred | Increase from the baseline by 2% | Increase from the previous year by 2%<br><br>Remove this metric: Important for internal measures | Remove this metric as it is monitored locally. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | outside agencies<br><br>32 events on personal/social/emotional topics led by counselors and attended by 367 parents<br><br>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% | Change to increase or maintain from 2018-19 |
| 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)

**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 | Unchanged Action | Unchanged Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 3.1 Base Services
Included in Base Services described in 1.1.5 and 2.1.1. | 3.1-Continue to provide the base services as described in 1.1.5 and 2.1.1 | 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)

**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)

**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<br>Foster Youth<br>Low Income | LEA-wide | All Schools<br>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 | Modified Action | Modified Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 3.2 Increased and/or Improved Supplemental Services<br>3.2.1 To meet the diverse needs of students, implement a variety of academic programs which provide additional support to include:<br>3.2.1.1  Tutors (before, during and after school)<br>3.2.1.2  9th Grade Academies<br>3.2.2 Provide students a variety of opportunities to recover and accelerate progress towards graduation, including summer, before and after school.<br>3.2.2.1 Learning Academy classes before and after school<br>3.2.2.2 Summer School classes<br>3.2.3 Maintain staff to support the social/emotional needs of students:<br>3.2.3.1 Maintain staff to support the academic and social/emotional needs of foster and homeless students.<br>3.2.3.2 Maintain psychologist services for EL students while clearly articulating the referral process.<br>3.2.3.3 Maintain outreach services for pregnant and parenting students. | 3.2 Increased and/or Improved Supplemental Services<br>3.2.1 To meet the diverse needs of students, implement a variety of academic programs which provide additional support to include:<br>3.2.1.1  Tutors (before, during and after school)<br>3.2.1.2  9th Grade Academies<br>3.2.2 Provide students a variety of opportunities to recover and accelerate progress towards graduation, including summer, before and after school.<br>3.2.2.1 Learning Academy classes before and after school<br>3.2.2.2 Summer School classes<br>3.2.3 Maintain staff to support the social/emotional needs of students:<br>3.2.3.1 Maintain staff to support the academic and social/emotional needs of foster and homeless students.<br>3.2.3.2 Maintain psychologist services for EL students while clearly articulating the referral process.<br>3.2.3.3 Maintain outreach services for pregnant and parenting students. | 3.2 Increased and/or Improved Supplemental Services<br>3.2.1 To meet the diverse needs of students, implement a variety of academic programs which provide additional support to include:<br>3.2.1.1  Tutors (before, during and after school)<br>3.2.1.2  9th Grade Academies<br>3.2.2 Provide students a variety of opportunities to recover and accelerate progress towards graduation, including summer, before and after school.<br>3.2.2.1 Learning Academy classes before and after school<br>3.2.2.2 Summer School classes<br>3.2.3 Maintain staff to support the social/emotional needs of students:<br>3.2.3.1 Maintain staff to support the academic and social/emotional needs of foster and homeless students.<br>3.2.3.2 Maintain psychologist services for EL students while clearly articulating the referral process.<br>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.
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

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.
3.2.6.1    Student advisory support
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-based allocations aligned to Goal 3 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds.

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $2,718,382 | $3,660,889 | $4,585,710 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>3.2.1 to 3.2.9 | 1000-1999: Certificated Personnel Salaries<br>3.2.1 to 3.2.9 | 1000-1999: Certificated Personnel Salaries<br>3.2.1 to 3.2.10 |
| Amount | $340,000 | $837,508 | $1,080,685 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries<br>3.2.1 to 3.2.9 | 2000-2999: Classified Personnel Salaries<br>3.2.1 to 3.2.10 |
| Amount | $716,055 | $1,356,415 | $1,318,098 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits<br>3.2.1 to 3.2.9 | 3000-3999: Employee Benefits<br>3.2.1 to 3.2.10 |
| Amount | $85,000 | $ 126,666 | $70,500 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies<br>3.2.1 to 3.2.9 | 4000-4999: Books And Supplies<br>3.2.1 to 3.2.10 |
| Amount | $275,000 | $ 473,362 | $362,500 |
| 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<br>3.2.1 to 3.2.9 | 5000-5999: Services And Other Operating Expenditures<br>3.2.1 to 3.2.10 |

# 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-3.3.2, 3.3.3 and 3.3.4, Low Income-3.3.2, 3.3.3 and 3.3.4

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

> All Schools
> 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:**
(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 | Modified Action | Unchanged Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 3.3 Targeted Supplemental Services<br><br>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.<br><br>3.3.2 Provide support for EL program so that students graduate college and career ready.<br>• Instructional materials to support language acquisition and literacy targets<br>• Professional development to support EL program | 3.3 Targeted Supplemental Services<br>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.<br>3.3.2 Provide support for EL program so that students graduate college and career ready.<br>3.3.2.1 Instructional materials to support language acquisition and literacy targets (IMM)<br>3.3.2.2 Professional development to support EL program (IMM)<br>3.3.3 Provide additional opportunities to accelerate or recover credits | 3.3 Targeted Supplemental Services<br>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.<br>3.3.2 Provide support for EL program so that students graduate college and career ready.<br>3.3.2.1 Instructional materials to support language acquisition and literacy targets (IMM)<br>3.3.2.2 Professional development to support EL program (IMM)<br>3.3.3 Provide additional opportunities to accelerate or recover credits |

| 3.3.3  Provide additional opportunities to accelerate or recover credits<br><br>3.3.4  Provide peer tutor and Saturday Scholar support for EL and SED students<br><br>3.3.5  Provide additional support to 9th grade academies | 3.3.4 Provide peer tutor and Saturday Scholar support for EL and SED students<br>3.3.5 Provide additional support to 9th grade academies<br>3.3.6  Provide services for homeless and foster youth | 3.3.4 Provide peer tutor and Saturday Scholar support for EL and SED students<br>3.3.5 Provide additional support to 9th grade academies<br>3.3.6  Provide services for homeless and foster youth |
| --- | --- | --- |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
| --- | --- | --- | --- |
| Amount | $140,000 | $40,000 | $78,631 |
| Source | | Title I | Title I |
| Budget Reference | 1000-$87,078<br>2000-$44,460<br>3000-$18,809<br>4000-$111,000<br>4000-Title III EL $10,000<br>4000-Title III IMM $3,000<br>5000-$46,000<br>5000-Title III EL $6,000<br>5000-Title III IMM $2,000 | 5000-5999: Services And Other Operating Expenditures<br>3.3.1/3.3.6 | 1000-1999: Certificated Personnel Salaries<br>3.3.4 |

| Amount | $21,000 | $20,000 | $19,166 |
|---|---|---|---|
| Source | Title III | Title III | Title I |
| Budget Reference | 1000-$87,078<br>2000-$44,460<br>3000-$18,809<br>4000-$111,000<br>4000-Title III EL $10,000<br>4000-Title III IMM $3,000<br>5000-$46,000<br>5000-Title III EL $6,000<br>5000-Title III IMM $2,000 | 4000-4999: Books And Supplies<br>3.3.2 | 2000-2999: Classified Personnel Salaries<br>3.3.4 |
| Amount | $20,950 | $1,500 | $22,795 |
| Source | Title I | Title III | Title I |
| Budget Reference | 1000-$87,078<br>2000-$44,460<br>3000-$18,809<br>4000-$111,000<br>4000-Title III EL $10,000<br>4000-Title III IMM $3,000<br>5000-$46,000<br>5000-Title III EL $6,000<br>5000-Title III IMM $2,000 | 4000-4999: Books And Supplies<br>3.3.2 | 3000-3999: Employee Benefits<br>3.3.4 |

| | | | | | |
|---|---|---|---|---|---|
| Amount | $67,750 | | $1,500 | | $199,000 |
| Source | Title I | | Carl D. Perkins Career and Technical Education | | Title I |
| Budget Reference | 1000-$87,078<br>2000-$44,460<br>3000-$18,809<br>4000-$111,000<br>4000-Title III EL $10,000<br>4000-Title III IMM $3,000<br>5000-$46,000<br>5000-Title III EL $6,000<br>5000-Title III IMM $2,000 | | 1000-1999: Certificated Personnel Salaries<br>3.3.1 | | 5000-5999: Services And Other Operating Expenditures<br>3.3.1/3.3.3/3.3.6 |
| Amount | $61,764 | | $299 | | $6,500 |
| Source | Title I | | Carl D. Perkins Career and Technical Education | | Title III |
| Budget Reference | 1000-$87,078<br>2000-$44,460<br>3000-$18,809<br>4000-$111,000<br>4000-Title III EL $10,000<br>4000-Title III IMM $3,000<br>5000-$46,000<br>5000-Title III EL $6,000<br>5000-Title III IMM $2,000 | | 3000-3999: Employee Benefits<br>3.3.1 | | 4000-4999: Books And Supplies<br>Title III IMM 3.3.2 |
| Amount | | | $98,385 | | $8,000 |
| Source | | | Carl D. Perkins Career and Technical Education | | Title III |
| Budget Reference | | | 4000-4999: Books And Supplies<br>3.3.1 | | 5000-5999: Services And Other Operating Expenditures<br>Title III IMM  3.3.2 |

| | | | |
|---|---|---|---|
| Amount | | $112,800 | $30,000 |
| Source | | Carl D. Perkins Career and Technical Education | Title III |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures 3.3.1 | 4000-4999: Books And Supplies Title III EL 3.3.2 |
| Amount | | $5,080 | $6,000 |
| Source | | Carl D. Perkins Career and Technical Education | Carl D. Perkins Career and Technical Education |
| Budget Reference | | 6000-6999: Capital Outlay 3.3.1 | 1000-1999: Certificated Personnel Salaries 3.3.1 |

| | | | |
|---|---|---|---|
| Amount | | $10,903 | $1,189 |
| Source | | Carl D. Perkins Career and Technical Education | Carl D. Perkins Career and Technical Education |
| Budget Reference | | 7000-7439: Other Outgo 3.3.1 | 3000-3999: Employee Benefits 3.3.1 |
| Amount | | | $100,689 |
| Source | | | Carl D. Perkins Career and Technical Education |
| Budget Reference | | | 4000-4999: Books And Supplies 3.3.1 |
| Amount | | | $71,571 |
| Source | | | Carl D. Perkins Career and Technical Education |
| Budget Reference | | | 5000-5999: Services And Other Operating Expenditures 3.3.1 |
| Amount | | | $47,185 |
| Source | | | Carl D. Perkins Career and Technical Education |
| Budget Reference | | | 6000-6999: Capital Outlay 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 surveys noted a positive increase in communication and services, input from the LCAP Advisory Committee, as well as meetings with parents, parent liaisons and other staff show 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; and
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 | 130 events on college and career readiness were organized and | Increase from baseline by 3% | Increase from 2017-18 by 3% | This metric is removed as parent engagement metric is now included in CA School Dashboard |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| education of all students (including unduplicated pupils and pupils with exceptional needs) by 3% | facilitated by the parent liaisons<br><br>• 55 events on college and career topics attended by 1254 parents<br>• 75 events on academic and school success topics attended by 2983 parents<br><br>66 events on social/emotional topics were organized and facilitated by the parent liaisons and attended by 1512 parents | | Remove this metric: Parent engagement metric now included in CA School Dashboard local indicator report from survey data | local indicator report from survey data and Priority 3 parent engagement self-evaluation rubric. |
| 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)

**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 |
|---|---|---|
| Unchanged Action | Unchanged Action | 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 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. |

**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 | 4.1.1 | 4000-4999: Books And Supplies 4.1.1 |

| 4000-$5,000 | 4000-$5,000 | |

## 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

Modified Action

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

Modified Action

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

Modified Action

| 2017-18 Actions/Services | 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 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 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. | 4.2.1.2 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. 4.2.2    Increase two-way communication with parents 4.2.3    Site Discretionary Funds to support parent engagement | 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. 4.2.2    Increase two-way communication with parents 4.2.3  Site-based allocations aligned to Goal 4 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds. |

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $382,500 | $216,710 | $286,937 |
| 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 | $87,343 |
| Source | | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | | 3000-3999: Employee Benefits 4.2.1 | 3000-3999: Employee Benefits 4.2.1 |

| Amount | | $25,000 | $25,000 |
|---|---|---|---|
| Source | | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | | 4000-4999: Books And Supplies 4.2.1 | 4000-4999: Books And Supplies |
| 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)

**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. Targeted Supplemental Services 4.3.1. Provide resources and professional learning to support parent involvement and education |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $21,757 | $8,641 | $16,435 |
| 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 4.3.1 |
| Amount | $500 | $31,641 | $23,000 |
| Source | Title III | Title I | Title I |
| Budget Reference | 4000-4999: Books And Supplies | 5000-5999: Services And Other Operating Expenditures 4.3.1 | 5000-5999: Services And Other Operating Expenditures 4.3.1 |
| Amount | $7,000 | $5,000 | $8,000 |
| Source | Title I | Title III | Title III |
| 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 | | |
| Source | Title III | | |
| Budget Reference | 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% | Change to maintain or decrease from 2018-19 |
| Decrease the percent of expulsions by 0.05% | All-0.61% (49 students) Hispanic-0.63% White-0.64% Black-0.53% Asian-0.00% | Decrease from baseline by 0.05% | Decrease from 2017-18 by 0.05% | Change to maintain or decrease from 2018-19 |

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

| 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%<br><br>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% | Change to maintain or decrease from 2018-19 |
| 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% | Remove this metric as this is reported on internally |
| 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%<br><br>Change to: Decrease the percent of second offenses for bullying for students participating in bullying programs by 2%. | Remove this metric as this is reported on internally |
| Increase the percent of students responding positively regarding | 2016-17 Survey District School Climate Index- 392 | Increase from baseline by 5 points | Increase from 2017-18 by 5 points | Remove this metric as Healthy Kids Survey data is reported through |

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

# 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:**<br>(Select from English Learners, Foster Youth, and/or Low Income) | **Scope of Services:**<br>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | **Location(s):**<br>(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 |
|---|---|---|
| Unchanged Action | Unchanged Action | Unchanged Action |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 5.1 Base Services<br>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:**<br>(Select from All, Students with Disabilities, or Specific Student Groups) | **Location(s):**<br>(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))

| 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

| Unchanged Action |

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

| Modified Action |

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

| Modified Action |

2017-18 Actions/Services

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

2018-19 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
5.2.1.4        School Resource Officer

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.

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
5.2.1.4        School Resource Officer

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.

| | | |
|---|---|---|
| 5.2.2.3 Provide equipment, resources and training for campus safety. | 5.2.2.2 Carry out the plan for implementing PBIS and Restorative Practices implementation<br>5.2.2.3 Provide equipment, resources and training for campus safety<br>5.2.2.4   Implement a school check-in service to support campus safety<br>5.2.3       Site discretionary funds to support safe and secure environments | 5.2.2.2 Carry out the plan for implementing PBIS and Restorative Practices implementation<br>5.2.2.3 Provide equipment, resources and training for campus safety<br>5.2.2.4   Implement a school check-in service to support campus safety<br>5.2.3  Site-based allocations aligned to Goal 5 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds. |

**Budgeted Expenditures**

| Year | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| Amount | $300,257 | $275,206 | $345,975 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 1000-1999: Certificated Personnel Salaries<br>5.2.1 to 5.2.2 | 1000-1999: Certificated Personnel Salaries<br>5.2.1 to 5.2.3 | 1000-1999: Certificated Personnel Salaries<br>5.2.1 to 5.2.3 |
| Amount | $122,495 | $162,739 | $210,733 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries<br>5.2.1 to 5.2.3 | 2000-2999: Classified Personnel Salaries<br>5.2.1 to 5.2.3 |
| Amount | $94,242 | $166,020 | $138,774 |
| Source | Supplemental and Concentration | Supplemental and Concentration | Supplemental and Concentration |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits<br>5.2.1 to 5.2.3 | 3000-3999: Employee Benefits<br>5.2.1 to 5.2.3 |

| | | | | | |
|---|---|---|---|---|---|
| Amount | $65,000 | | $45,000 | | $110,000 |
| 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 5.2.3 | | 4000-4999: Books And Supplies 5.2.1 to 5.2.3 |
| Amount | $45,000 | | $111,250 | | $57,500 |
| 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 5.2.3 | | 5000-5999: Services And Other Operating Expenditures 5.2.1 to 5.2.3 |

## Action 3

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

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

All

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

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)

[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 |
|---|---|---|
| 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 Targeted Supplemental Services 5.3.1 Carry out the plan for implementing PBIS and Restorative Practices implementation. | 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. | 5.3.2 Implement RESET Program to support identified students with academic, attendance and behavioral challenges. | 5.3.2 Implement RESET Program to support identified students with academic, attendance and behavioral challenges. |

## Budgeted Expenditures

| | | | |
|---|---|---|---|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | $87,990 | $104,800 | $122,562 |
| 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 5.3.2 |
| Amount | $16,760 | $26,200 | $26,437 |
| Source | Title I | Title I | Title I |
| Budget Reference | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits 5.3.1 | 3000-3999: Employee Benefits 5.3.2 |
| Amount | | $30,000 | $55,000 |
| Source | | Title I | Title I |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures 5.3.1 | 5000-5999: Services And Other Operating Expenditures 5.3.1 |
| Amount | | | $27,480 |
| Source | | | Title IV |
| Budget Reference | | | 4000-4999: Books And Supplies 5.3.1 |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|---|---|
| $14,562,040 | 21.6% |

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 70.8% representing English Learners (EL), Foster Youth (FY), and Low Income (LI) students. In 2019-20 our district will receive $14,562,040 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 (70.8%) unduplicated student count, all actions and services are principally directed at our unduplicated student population. The increased services are at least equal to 21.6% 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 2019-20?

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.

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 multiple data management systems 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-based allocations aligned to Goal 1 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds.

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

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 Due to the difficulty in recruiting, hiring, and retaining qualified staff to support unduplicated pupils and to support students graduating college and career ready, maintain restructured certificated teacher salary schedule for the purpose of recruiting and retaining 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.

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-based allocations aligned to Goal 2 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds.

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.

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 will serve all students and, as demonstrated in our past practice, helps to close the achievement gap to attain college and career readiness. The addition of advisory services will provide unduplicated students with tools to support college & 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-based allocations aligned to Goal 3 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds.

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

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.

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-based allocations aligned to Goal 4 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds.

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.

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-based allocations aligned to Goal 5 action and service priorities. District keeps internal accounting to verify appropriate expenditures of funds.

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.

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|---|---|
| $13,787,300 | 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.

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.

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.

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.

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 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

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.

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.

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.

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 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 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.

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.

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.

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.*