

Introduction:

LEA: Escalon USD **Contact (Name, Title, Email, Phone Number):** Joel Johannsen, Asst. Superintendent, jjoahannsen@sjcoe.net, 209-838-8910 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The LCAP planning process began in January of 2016. A comprehensive needs analysis was conducted by the district LCAP planning team which is comprised of the Superintendent, Asst. Superintendent, CBO, Director of Maintenance, Operations and Transportation, Director of Student Services and all site administrators. An extensive range of metrics related to student performance, climate, and facility and curricular needs (e.g. CHKS, CELDT, FIT) were part of this review. On February 3 and 10 "Town Hall" meetings were held and all stakeholders (parents, students, community members and EUTA</p>	<p>Stakeholders' input on the LCAP impacted the design of the LCAP in the following priority clusters.</p> <p>Conditions of Learning (priorities 1, 2, and 7)</p> <ol style="list-style-type: none"> 1. Increase student access to technology 2. More Technology training for teachers 3. Professional development for paraprofessionals

<p>and CSEA bargaining units) were invited to participate. These meetings were held at two separate district schools to review progress and provide input on the 2015-16 LCAP, and to provide input for the 2016-17 LCAP based on the compiled data. A "Carousal Walk" was conducted with all participants and they provided input and feedback on the annual update and presented data as it related to the three goals and each goals respective priority areas. The input provided at these meetings was organized into main areas of focus and the LCAP planning team reviewed and prioritized this feedback for inclusion into the 2016-17 LCAP. A special board workshop was held on March 31 at a public meeting and the identified priority areas were reviewed and an opportunity for the governing board to provide feedback was provided. After all stakeholder feedback and input was considered, specific actions and the associated expenditures were then developed and included in the district's 2016-17 LCAP.</p> <p>To ensure all stakeholder groups had the opportunity to participate, flyers with the meeting dates were sent home, and telephone calls, emails and/or text messages were sent to all parents and CSEA and EUTA members. Approximately 50 people participated in the "Town Hall meetings. On June 1st the District's DAC/DELAC reviewed the LCAP and provided input and commentary. Their commentary was responded to in writing and was posted to the district's web page. A public hearing was held for the District's LCAP and budget at a regularly scheduled board meeting on June 14, 2016. The district's LCAP and budget were formally adopted at a regularly scheduled board meeting on June 16, 2016. Both the district's budget and LCAP were forwarded to the San Joaquin Office of Education within the five day post adoption window.</p>	<ul style="list-style-type: none"> 4. CTE course are important 5. More focus on ELD <p>Pupil Outcomes (priorities 4 and 8)</p> <ul style="list-style-type: none"> 1. Targeted interventions for underperforming students 2. Focus on study skills 3. Improve progress monitoring <p>Engagement (priorities 5, 6, and 8)</p> <ul style="list-style-type: none"> 1. More social emotional support systems for students 2. Improve school safety routines/preparations 3. Improve health services support 4. Improve parent communication mechanisms
<p>Annual Update:</p> <p>The LCAP annual update process began in August of 2015 at EUSD's annual Leadership retreat. The 2015-16 LCAP was thoroughly reviewed and formed the backbone of our district's goals for the 2015-16 school year. Throughout the fall these goals and progress on these goals were regularly reviewed at District Leadership meetings. Site administration reviewed the 2015-16 LCAP and district goals with various parent groups (SSC, ELAC, PTC) throughout the</p>	<p>Annual Update:</p> <p>Stakeholder feedback on the 2015-19 LCAP update was incorporated into the 2016-17 LCAP as follows -</p> <ul style="list-style-type: none"> 1. Staff and student increases in the use of technology feedback was positive, but stakeholder input indicated that it is important for this trend to continue.

year as well as providing these groups regular progress updates. At the January 12 Governing Board meeting a formal 2015-16 LCAP update was presented to the board with opportunity for commentary and feedback. Additional updates of the 2014-15 LCAP were provided at the Town Hall meetings and feedback on the 2014-15 LCAP was part of the meeting's Carousal Walk activities. The specific feedback on the 2014-15 LCAP provided at these meetings was reviewed by the LCAP planning team and incorporated into the 2015-16 LCAP as appropriate.

2. The recent K-5 and 6-12 Math adoptions provide students with CCSS aligned math, but concerns were raised regard students who are not prepared to meet the rigors of the CCSS in math.
3. Concerns were expressed about EL progress in particular and overall student literacy in general and feedback supported more targeted interventions for students not working at grade level.
4. The implementation of Aeries Parent Portal was another positive, but stakeholders also thought additional and more contemporary means of home-to-school communication should be investigated.
5. Parent ELD classes need to be expanded.
6. Keep focusing on career readiness and CTE programs.

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

Instructions:

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

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Provide the necessary resources and staffing to make all students Career and College Ready</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Students Need:</p> <ul style="list-style-type: none"> • Facilities in good repair. Data source: FIT report, stakeholder discussions • Appropriately credentialed staff, trained in diverse teaching strategies. Data source: SARCs, Personnel Records • Provide reliable transportation for all students. Data source: Fleet maintenance records, stakeholder discussions • Ensure all students have access to a broad course of study. Data source: CALPADS report, student schedules, stakeholder discussions • Adequate instructional materials. Data source: Annual instructional materials sufficiency resolution, adoptions and instructional material purchases as appropriate 	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Basic Services: Priority 1

- Based on site SARCS, all 137 instructional staff were appropriately assigned and credentialed.
- Based on the annual instructional materials resolution all students had access to standards aligned materials
- Based on SARCs FIT data indicated that 6 of the district's 7 school were identified as "Good", with the other being identified as "Fair". Additionally, all sites have had perimeter fencing installed for security purposes, Colleeville will have a new water system installed this summer, Dent and Farmington Elementary will be repainted and the high school will complete the final phase of its modernization project.

Implementation of State Standards: Priority 2

- Using trends and patterns data from Instructional Rounds and internal matrices, baseline data indicates CCSS implementation is occurring throughout the schools and at all grade levels. Data further indicates that a range of instructional practices occurs within the District - from teacher driven instruction with student responses at the recall depth of knowledge level to 50/50 student/teacher talk and strategic depth of knowledge tasks and student engagement.
- All staff will attend a minimum of 2 days (Instructional Aides) or 4 days (certificated staff) PD focusing on differentiation and CCSS (content and technology) to increase implementation of the CSCS and the district will maintain or increase this frequency.
- All ELs have access to CCSS and ELD standards to gain content knowledge and English proficiency and the district plans on improving this level of access as evidenced by a 2% increase in the reclassification rate.

Course Access: Priority 7

- All students have access to a broad course of study, including core courses, electives ,CTE, and AP classes as indicated through enrollment figures and student class schedules. A health occupations CTE pathway will be implemented in 2016-17.
- Unduplicated students have access to a minimum 30 minutes per day of ELD (ELs), Tier II & III RTI, targeted interventions, Read 180, SRA Reading Mastery, ST Math and Math 180.
- Exceptional needs students have access to Read 180, SRA Reading Mastery, Tier II & III RTI, ST Math and Math 80, pull in and push out services and access to group and individual counseling as indicated by their IEPs.

7A, B, & C will be verified through class schedules, Student Data Team minutes, CALPADS, and student placement in these programs.

Actions/Services	Scope of Pupils to be served within	Budgeted
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	Service	identified scope of service	Expenditures
1.1 Provide CCSS appropriate curriculum, materials and supplies to all students	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum, materials and supplies costs 4000-6999 Supplies, Service Base 317,588
1.2 Provide current technology resources for all students	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost
1.3 Ensure rigorous, diverse, and advanced courses of study are available to all students	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Odysseyware cost 5000-5999: Services And Other Operating Expenditures Base 4,250
1.4 Hire Highly Qualified staff to meet student and program needs	Gateway	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	employee costs - 1.0 FTE teacher 1000-1999: Certificated Personnel Salaries Supplemental 55,350 employee costs - 1.0 FTE teacher 3000-3999: Employee Benefits Supplemental 8,638

<p>1.5 Provide adequate resources to M.O.T. to provide safe facilities and transportation for all students</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>
<p>1.6 Maintain current levels of staffing and contracted services to support student learning</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Employee and contracted services costs 1000-1999: Certificated Personnel Salaries Base Employee and contracted services costs 2000-2999: Classified Personnel Salaries Base Employee and contracted services costs-Total of objects 1,2,& 3 3000-3999: Employee Benefits Base 1,095,103</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.7 Provide CCSS appropriate curriculum, materials and supplies to all students - Supplemental</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils</p>	<p>no cost</p>

		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.8 Maintain current levels of staffing and contracted services to support student learning - Supplemental	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employee and contracted services costs 1000-1999: Certificated Personnel Salaries Supplemental 5291 <hr/> Employee and contracted services costs 3000-3999: Employee Benefits Supplemental 825

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Year 2 - 2017-18

Basic Services: Priority 1

- Based on site SARCS, all 137 instructional staff were appropriately assigned and credentialed. The district plans on maintaining this level of certification.
- Based on the annual instructional materials resolution all students had access to standards aligned materials
- Based on SARCs FIT data indicated that 6 of the district's 7 school were identified as "Good", with the other being identified as "Fair". As modernization projects continue facility ratings will improve or remain constant.

Implementation of State Standards: Priority 2

- Using trends and patterns data from Instructional Rounds and internal matrices, baseline data indicates CCSS implementation is occurring throughout the schools and at all grade levels. Data further indicates that a range of instructional practices occurs within the District - from teacher driven instruction with student responses at the recall depth of knowledge level to 50/50 student/teacher talk and strategic depth of knowledge tasks and student engagement.
- All staff will attend a minimum of 2 days (Instructional Aides) or 4 days (certificated staff) PD focusing on differentiation and CCSS (content and technology) to increase implementation of the CPCS and the district will maintain or increase this frequency.
- All ELs have access to CCSS and ELD standards to gain content knowledge and English proficiency and the district plans on improving this level of access as evidenced by a 2% increase in the reclassification rate.

Course Access: Priority 7

- All students have access to a broad course of study, including core courses, electives ,CTE, and AP classes as indicated through enrollment figures and student class schedules. A health occupations CTE pathway will be implemented in 2016-17.
- Unduplicated students have access to a minimum 30 minutes per day of ELD (ELs), Tier II & III RTI, targeted interventions, Read 180, SRA Reading Mastery, ST Math and Math 180.
- Exceptional needs students have access to Read 180, SRA Reading Mastery, Tier II & III RTI, ST Math and Math 80, pull in and push out services and access to group and individual counseling as indicated by their IEPs.

7A, B, & C will be verified through class schedules, Student Data Team minutes, CALPADS, and student placement in these programs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide CCSS appropriate curriculum, materials and supplies to all students	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum, materials and supplies costs 4000-6999 Supplies, Service Base 317,588
1.2 Provide current technology resources for all students	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost
1.3 Ensure rigorous, diverse, and advanced courses of study are available to all students	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Odysseyware cost 5000-5999: Services And Other Operating Expenditures Base 4,250
1.4 Hire Highly Qualified staff to meet student and program needs	Gateway	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	employee costs - 1.0 FTE teacher 1000-1999: Certificated Personnel Salaries Supplemental 55,350 employee costs - 1.0 FTE teacher 3000-3999: Employee Benefits Supplemental 8,638

		English proficient _ Other Subgroups: (Specify)	
1.5 Provide adequate resources to M.O.T. to provide safe facilities and transportation for all students	All	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	no cost
1.6 Maintain current levels of staffing and contracted services to support student learning	All	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Employee and contracted services costs 1000-1999: Certificated Personnel Salaries Base Employee and contracted services costs 2000-2999: Classified Personnel Salaries Base Employee and contracted services costs 3000-3999: Employee Benefits Base Employee and contracted services costs - Total of objects 1, 2,& 3 Base 1,095,103
1.7 Provide CCSS appropriate curriculum, materials and supplies to all students - Supplemental	All	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	no cost
1.8 Maintain current levels of staffing and contracted services to support student learning - Supplemental	All	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Employee and contracted services costs 1000-1999: Certificated Personnel Salaries Supplemental 5291 Employee and contracted services costs 3000-3999: Employee Benefits Supplemental 825

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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Year 3 - 2018-19

Basic Services: Priority 1

- Based on site SARCS, all 137 instructional staff were appropriately assigned and credentialed. The district plans on maintaining this level of certification.
- Based on the annual instructional materials resolution all students had access to standards aligned materials
- Based on SARCs FIT data indicated that 6 of the district's 7 school were identified as "Good", with the other being identified as "Fair". As modernization projects continue facility ratings will improve or remain constant.

Implementation of State Standards: Priority 2

- Using trends and patterns data from Instructional Rounds and internal matrices, baseline data indicates CCSS implementation is occurring throughout the schools and at all grade levels. Data further indicates that a range of instructional practices occurs within the District - from teacher driven instruction with student responses at the recall depth of knowledge level to 50/50 student/teacher talk and strategic depth of knowledge tasks and student engagement.
- All staff will attend a minimum of 2 days (Instructional Aides) or 4 days (certificated staff) PD focusing on differentiation and CCSS (content and technology) to increase implementation of the CSCS and the district will maintain or increase this frequency.
- All ELs have access to CCSS and ELD standards to gain content knowledge and English proficiency and the district plans on improving this level of access as evidenced by a 2% increase in the reclassification rate.

Course Access: Priority 7

- All students have access to a broad course of study, including core courses, electives ,CTE, and AP classes as indicated through enrollment figures and student class schedules.
- Unduplicated students have access to a minimum 30 minutes per day of ELD (ELs), Tier II & III RTI, targeted interventions, Read 180, SRA Reading Mastery, ST Math and Math 180.
- Exceptional needs students have access to Read 180, SRA Reading Mastery, Tier II & III RTI, ST Math and Math 80, pull in and push out services and access to group and individual counseling as indicated by their IEPs.

7A, B,& C will be verified through class schedules, Student Data Team minutes, CALPADS, and student placement in these programs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide CCSS appropriate curriculum, materials and supplies to all students	All	<input checked="" type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum, materials and supplies costs 4000-6999 Supplies, Service Base 317,588
1.2 Provide current technology resources for all students	All	<input checked="" type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost
1.3 Ensure rigorous, diverse, and advanced courses of study are available to all students	All	<input checked="" type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Odysseyware cost 5000-5999: Services And Other Operating Expenditures Base 4,250
1.4 Hire Highly Qualified staff to meet student and program needs	Gateway	<input type="checkbox"/> All OR: ----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	employee costs - 1.0 FTE teacher 1000-1999: Certificated Personnel Salaries Supplemental 55,350 employee costs - 1.0 FTE teacher 3000-3999: Employee Benefits Supplemental 8,638

<p>1.5 Provide adequate resources to M.O.T. to provide safe facilities and transportation for all students</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>no cost</p>
<p>1.6 Maintain current levels of staffing and contracted services to support student learning</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Employee and contracted services costs 1000-1999: Certificated Personnel Salaries Base Employee and contracted services costs 2000-2999: Classified Personnel Salaries Base Employee and contracted services costs 3000-3999: Employee Benefits Base Employee and contracted services costs -Total of objects 1, 2, & 3 Base 1,095,103</p>
<p>1.7 Provide CCSS appropriate curriculum, materials and supplies to all students - Supplemental</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>no cost</p>
<p>1.8 Maintain current levels of staffing and contracted services to support student learning - Supplementa</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Employee and contracted services costs 1000-1999: Certificated Personnel Salaries Supplemental 5291 Employee and contracted services costs 3000-3999: Employee Benefits Supplemental 825</p>

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

GOAL 2:	Provide a rigorous academic program, accessible to all students, so that all students develop the requisite skills to be career and college ready.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Identified Need :	Students Need: <ul style="list-style-type: none"> • English Proficiency. Data source: Reclassification rates, stakeholder discussions • Grade level proficiency in Math, English Language Arts, Science and Social Science. Data source: Student Information System, Student Data Assessment/Management System, stakeholder discussions • Technology Access. Data source: Usage metrics, Parent/student survey, stakeholder discussions • Credit Recovery. Data source: Course pass/fail rates, stakeholder discussions 	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Pupil Achievement: Priority 4

- Student in Grades 3-8 and grade 11 districtwide will show improvement in the CAASPP ELA and Math scores over the 2015-16 school year.
- The district API will improve over prior year (2015-16) ranking.
- In 2014-15 districtwide CST scores in science were - Grade 5 - 41% proficient or advanced; grade 8 and 10 were 45% and 58% respectively.. The district expects to maintain or increase these proficiency rates, but with the focus on transitioning to the NGSS, student performance on the CST Science scores may not truly reflect student mastery of science concepts.
- In 2016-17 the district will maintain or increase the percentage of graduating students completing the UC/CSU requirements as compared to 2015-16 (30.8%). In 2013-14 (baseline year) 94.9% graduated from EUSD and the district expects to maintain this graduation rate in the school year 2016-2017.
- In the 2013-14 school year (baseline year) the district met AMAO 1 with 60.8% of CELDT takers making annual progress. In the 2013-14 school year (baseline year) the district missed AMAO 2 (students attaining English proficiency) by 1.7% (20.1%) in the > 5 yr cohort and 2.7% (49.0%) in the 5yr. cohort missed its target rate of 24.2% with 16.0% of ELs being reclassified; the < 5 yr cohort exceeded its target (50.9%) with 51.1% of ELs being reclassified. The district plans on meeting or exceeding the percentage rates for AMAO's 1, 2 and 3 in the 2015-16 school year and in the school year 2016-17.
- The district EL reclassification rate was 30.8% in 2013-14 (baseline year) and the EL reclassification rate in 2015-16 dropped slightly to 28.6%. The district expects to increase reclassification rates in the school year 2016-17.
- In the 2013-14 school year (baseline year) 137 students took 225 AP exams and 50% of the exams taken were scored at level 3 or higher. In 2014-15 the district increased the number of students taking AP course and the number of exams taken with an accompanying drop in the percentage of students achieving a 3 or higher (however the actual number of students receiving a 3 or higher increased). In 2014-15 168 students took 283 AP exams and 43% scored a 3 or greater. The district plans on maintaining or increasing the number of students taking AP courses and the percentage of students achieving a score of 3 or greater in the school year 2016-17.
- The 2014-15 CAASPP established the baseline year for EAP rates; ELA indicated that 35% were conditionally ready and 31% were college ready; in math the rates were 27% and 8% respectively and the district will increase EAP rates over the 2016-17 school year.
- CAHSEE has been suspended by the CDE so for the time being this is not a viable metric.
- The 2013-14 school year established a baseline for CTE participation with 516 of all students participating in CTE courses and 335 of the participants were designated as CTE concentrators. In 2014-15 participation was 517 students of which 274 were identified as concentrators. The district will maintain or increase this level of participation in 2016-2017.

Other Pupil Outcomes: Priority 8

- Both the middle school and the high school participate in academic contests (Academic Pentathlon @ EPMS and Academic Decathlon at EHS) and these schools will continue to compete in these events in 2016-17.
In 2014-15 (baseline year) EHS had 25 CSF members of which 12 designated as lifetime members and the district plans on maintaining or increasing this level of participation in the school year 2016-17.
VAPA offerings at EHS include Art 1, Advanced Art 2-4, wind and jazz ensembles, band, a four year humanities sequence. Based on enrollment and interest Orchestra was added this year at Escalon High. Additionally, El Portal middle school added beginning guitar in the 2015-16 school year. The district plans on maintaining this level of VAPA offerings in 2016-17.
- All elementary schools participate in the county science fair and counting spelling bee and the district plans on maintaining this level of participation in the school year 2016-17.
- EHS FFA participates in a wide range of regional, state and national competitions and the district plans on maintaining this level of participation in the school year 2016-17.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide a continuum of intervention to ensure all students are C&C ready	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost
2.2 Provide effective Professional Development to all staff	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	PD costs 4000-5999: Supplies and Service Base 5,395

		(Specify)	
2.3 Maintain and improve student performance data systems to improve instruction	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost
2.4 Ensure all students have access to career awareness and readiness coursework	Escalon High School	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost
2.5 Provide extended learning opportunities to ensure students meet grade level standards	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost

LCAP Year 2: 2017-18

Expected Annual
Measurable
Outcomes:

Year 2 - 2017-18

Pupil Achievement: Priority 4

- Student in Grades 3-8 and grade 11 districtwide will show improvement in the CAASPP ELA and Math scores over the 2016-17 school year.
- The district API will improve over prior year (2016-17) ranking.
- In 2014-15 districtwide CST scores in science were - Grade 5 - 41% proficient or advanced; grade 8 and 10 were 45% and 58% respectively.. The district expects to maintain or increase these proficiency rates, but with the focus on transitioning to the NGSS, student performance on the CST Science scores may not truly reflect student mastery of science concepts.
- In 2016-17 the district will maintain or increase the percentage of graduating students completing the UC/CSU requirements as compared to 2015-16 (30.8%). In 2013-14 (baseline year) 94.9% graduated from EUSD and the district expects to maintain this graduation rate in the school year 2017-18.
- In the 2013-14 school year (baseline year) the district met AMAO 1 with 60.8% of CELDT takers making annual progress. In the 2013-14 school year (baseline year) the district missed AMAO 2 (students attaining English proficiency) by 1.7% (20.1%) in the > 5 yr cohort and 2.7% (49.0%) in the 5yr. cohort missed its target rate of 24.2% with 16.0% of ELs being reclassified; the < 5 yr cohort exceeded its target (50.9%) with 51.1% of ELs being reclassified. The district plans on meeting or exceeding the percentage rates for AMAO's 1, 2 and 3 in the 2015-16 school year and in the school year 2016-17.
- The district EL reclassification rate was 30.8% in 2013-14 (baseline year) and the EL reclassification rate in 2015-16 dropped slightly to 28.6%. The district expects to increase reclassification rates in the school year 2017-18.
- In the 2013-14 school year (baseline year) 137 students took 225 AP exams and 50% of the exams taken were scored at level 3 or higher. In 2014-15 the district increased the number of students taking AP course and the number of exams taken with an accompanying drop in the percentage of students achieving a 3 or higher (however the actual number of students receiving a 3 or higher increased). In 2014-15 168 students took 283 AP exams and 43% scored a 3 or greater. The district plans on maintaining or increasing the number of students taking AP courses and the percentage of students achieving a score of 3 or greater in the school year 2017-18.
- The 2014-15 CAASPP established the baseline year for EAP rates; ELA indicated that 35% were conditionally ready and 31% were college ready; in math the rates were 27% and 8% respectively and the district will increase EAP rates over the 2017-18 school year.
- CAHSEE has been suspended by the CDE so for the time being this is not a viable metric.
- The 2013-14 school year established a baseline for CTE participation with 516 of all students participating in CTE courses and 335 of the participants were designated as CTE concentrators. In 2014-15 participation was 517 students of which 274 were identified as

concentrators. The district will maintain or increase this level of participation in 2017-18.

Other Pupil Outcomes: Priority 8

- Both the middle school and the high school participate in academic contests (Academic Pentathlon @ EPMS and Academic Decathlon at EHS) and these schools will continue to compete in these events in 2016-17. In 2014-15 (baseline year) EHS had 25 CSF members of which 12 designated as lifetime members and the district plans on maintaining or increasing this level of participation in the school year 2016-17. VAPA offerings at EHS include Art 1, Advanced Art 2-4, wind and jazz ensembles, band, a four year humanities sequence. Based on enrollment and interest Orchestra was added this year at Escalon High. Additionally, El Portal middle school added beginning guitar in the 2015-16 school year. The district plans on maintaining this level of VAPA offerings in 2017-18.
- All elementary schools participate in the county science fair and counting spelling bee and the district plans on maintaining this level of participation in the school year 2017-18.
- EHS FFA participates in a wide range of regional, state and national competitions and the district plans on maintaining this level of participation in the school year 2017-18.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide a continuum of intervention to ensure all students are C&C ready	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost
2.2 Provide effective Professional Development to all staff	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	PD costs 4000-5999: Supplies and Service Base 5,395

		English proficient _ Other Subgroups: (Specify)	
2.3 Maintain and improve student performance data systems to improve instruction	All	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	no cost
2.4 Ensure all students have access to career awareness and readiness coursework	Escalon High	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	no cost
2.5 Provide extended learning opportunities to ensure students meet grade level standards	Districtwide	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	no cost

LCAP Year 3: 2018-19

Expected Annual
Measurable
Outcomes:

Year 3 - 2018-19

Pupil Achievement: Priority 4

- Student in Grades 3-8 and grade 11 districtwide will show improvement in the CAASPP ELA and Math scores over the 2016-17 school year.
- The district API will improve over prior year (2015-16) ranking.
- In 2014-15 districtwide CST scores in science were - Grade 5 - 41% proficient or advanced; grade 8 and 10 were 45% and 58% respectively.. The district expects to maintain or increase these proficiency rates, but with the focus on transitioning to the NGSS, student performance on the CST Science scores may not truly reflect student mastery of science concepts.
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- The 2014-15 CAASPP established the baseline year for EAP rates; ELA indicated that 35% were conditionally ready and 31% were college ready; in math the rates were 27% and 8% respectively and the district will increase EAP rates over the 2016-17 school year.
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concentrators. The district will maintain or increase this level of participation in 2016-2017.

Other Pupil Outcomes: Priority 8

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- All elementary schools participate in the county science fair and counting spelling bee and the district plans on maintaining this level of participation in the school year 2016-17.
- EHS FFA participates in a wide range of regional, state and national competitions and the district plans on maintaining this level of participation in the school year 2016-17.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide a continuum of intervention to ensure all students are C&C ready	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost
2.2 Provide effective Professional Development to all staff	Gateway	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	PD cost 4000-5999: Supplies and Service Base 5,395

		_ Other Subgroups: (Specify)	
2.3 Maintain and improve student performance data systems to improve instruction	All	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost
2.4 Ensure all students have access to career awareness and readiness coursework		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost

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

GOAL 3:	Enlist all stakeholders to create learning environments that are effective and engaging	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Students Need: <ul style="list-style-type: none"> • Parents involved in school events. Data source: Stakeholder input • Home/School Communication. Data source: Stakeholder input • Students who feel safe and connected to their school. Data source: Stakeholder input, student survey results, California Healthy Kids Survey results 	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Parent Involvement: Priority 3

- Parent engagement activities have approximated some 150 events across all sites in the 2015-16 school year. These events included School Site Council meetings, Science, Math Literacy nights, parent ELD classes, ELAC, DELAC, parent orientation meetings for incoming middle and high school students, band concerts, academic and sports awards ceremonies, PTC and booster club meetings and events, trivia and spelling bees, parent teacher conferences (K-12) and more. In the 2016-17 school year the district will continue working with each site to maintain or increase the number of parent outreach and involvement activities.
- Even though ELACs are no longer mandated all sites hold parent meetings a minimum of twice yearly to engage parents of second language learners. In the 2016-17 school year the district will continue to support the sites with their outreach activities for parents of second language learners.
- Information and available resources for homeless youth is provided to all sites and is shared with parents/caregivers. The district also works closely with the SJCOE homeless staff to identify resources for homeless and foster youth. The district will maintain this level of service in the 2016-17 school year.
- Students with exceptional needs are supported through the IEP process, and parents are provided current information on Community Advisory Committee (CAC). EHS has the "Friends Helping Friends" club which provides age appropriate peer support/interaction for students with exceptional needs and hold activities like the Annual Christmas Dance to provide to promote social interaction and recreational activities for these students with a emphasis on parent involvement. The district will continue to maintain this level of service in the 2016-17 school year and actively reach out to these parents to increased involvement in their students education.
- At the elementary level economically disadvantaged students have access to after school programs at two of the four elementary sites and in the 2015-16 school year had access to before and after school tutoring. At 6-12 economically disadvantaged students have access to a range of intervention programs including Read 180, Math intervention classes, ELA intervention classes, Social Skills counseling, and SSTs. Economically disadvantaged students have access to free and reduced meals and currently 55.6% of students K-5, 54.7% of students 6-8 and 44.3% of students 9-12 qualify for free and reduced meals. The district is diligent in identifying students who qualify for free and reduced meals. In 2016-17 the district will maintain this level of service for economically disadvantaged students. Parents are regularly involved in the SST process and actively participate in school Math nights, Literacy Fairs and Science Nights to better understand the curricular program provided to their students.
- The district holds biannual "Student Data Review Teams" where district psychologists, case carriers, counselors, the district nurse, site administration and classroom teachers review the social, academic and health needs of every student K - 6. Parents are apprised of any challenges identified through this process and are provided support and guidance in identifying local resources to better support their student needs. The district will continue to maintain this level of service in the 2016-17 school year.

Pupil Engagement: Priority 5

- Student attendance is tracked and compared to previous years and reported to the governing board monthly. In the 2013-14 school year districtwide ADA was 96.66%; in 2014-15 ADA was 96.06. In the 2016-17 school year the district will continue this level of attendance monitoring.
- For the 2013-14 school year calculated chronic absences were 6.7% district-wide; in 2014-15 it rose to 8.7%; and in 2015-16 is 7.1%. In the 2016-17 school year the district will reduce the percent of chronically absent students.
- In 2013-14 EUSD had a 94.9% graduation rate with a 4.1% dropout rate w/no middle school drop outs and EHS had a 96.9% graduation rate with a 2.1% dropout rate in 2013-14; in 2014-15 EUSD had a 92.7% graduation rate with a 5.2% dropout rate w/no middle school drop outs and EHS had 94.6% graduation rate with a 3.4% dropout rate. For 2016-17 the district expects to maintain or decrease the dropout rate.

School Climate: Priority 6

- School climate metrics displayed a .1% expulsion rate and a 4.8% suspension rate in 2013-14 and in 2014-15 the rates were .2% and 4.3% respectively. District truancy rates in 2013-14 were 6.19% which were significantly lower than county and state averages. For the 2016-17 school year the district plans on maintaining or lowering suspension/expulsion and truancy rates.
- In 2014-15 parent survey results on school climate indicated that 89.2% (148) of respondents (n = 186) felt their child was safe and connected to their school. Student survey responses were similar with 91.7% indicating the feel safe in hallways, 96.9 % indicating the feel safe in classrooms and 91% indicating they feel safe on the playground or other outdoor areas (grades 4-11; n = 1035). The district will maintain or improve these percentages in the 2016-17 school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Maintain and increase outreach to parents, community and relevant stakeholders	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost
3.2 Maintain engaging, emotionally safe and welcoming learning environments for all students	All	<input checked="" type="checkbox"/> All OR:	no cost

		<ul style="list-style-type: none">_ Low Income pupils_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)	
		<ul style="list-style-type: none">_ All ----- OR: <ul style="list-style-type: none">_ Low Income pupils_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

Year 2 - 2017-18

Parent Involvement: Priority 3

- Parent engagement activities have approximated some 150 events across all sites in the 2015-16 school year. These events included School Site Council meetings, Science, Math Literacy nights, parent ELD classes, ELAC, DELAC, parent orientation meetings for incoming middle and high school students, band concerts, academic and sports awards ceremonies, PTC and booster club meetings and events, trivia and spelling bees, parent teacher conferences (K-12) and more. In the 2017-18 school year the district will continue working with each site to maintain or increase the number of parent outreach and involvement activities.
- Even though ELACs are no longer mandated all sites hold parent meetings a minimum of twice yearly to engage parents of second language learners. In the 2017-18 school year the district will continue to support the sites with their outreach activities for parents of second language learners.
- Information and available resources for homeless youth is provided to all sites and is shared with parents/caregivers. The district also works closely with the SJCOE homeless staff to identify resources for homeless and foster youth. The district will maintain this level of service in the 2017-18 school year.
- Students with exceptional needs are supported through the IEP process, and parents are provided current information on Community Advisory Committee (CAC). EHS has the "Friends Helping Friends" club which provides age appropriate peer support/interaction for students with exceptional needs and hold activities like the Annual Christmas Dance to provide to promote social interaction and recreational activities for these students with a emphasis on parent involvement. The district will continue to maintain this level of service in the 2017-18 school year and actively reach out to these parents to increased involvement in their students education.
- At the elementary level economically disadvantaged students have access to after school programs at two of the four elementary sites and in the 2015-16 school year had access to before and after school tutoring. At 6-12 economically disadvantaged students have access to a range of intervention programs including Read 180, Math intervention classes, ELA intervention classes, Social skills counseling, and SSTs. Economically disadvantaged students have access to free and reduced meals and currently 55.6% of students K-5, 54.7% of students 6-8 and 44.3% of students 9-12 qualify for free and reduced meals. The district is diligent in identifying students who qualify for free and reduced meals. In 2017-18 the district will maintain this level of service for economically disadvantaged students. Parents are regularly involved in the SST process and actively participate in school Math nights, Literacy Fairs and Science Nights to better understand the curricular program provided to their students.
- The district holds biannual "Student Data Review Teams" where district psychologists, case carriers, counselors, the district nurse, site administration and classroom teachers review the social, academic and health needs of every student K - 6. Parents are apprised of any challenges identified through this process and are provided support and guidance in identifying local resources to better support their student needs. The district will continue to maintain this level of service in the 2017-18 school year.

Pupil Engagement: Priority 5

- Student attendance is tracked and compared to previous years and reported to the governing board monthly. In the 2013-14 school year districtwide ADA was 96.66%; in 2014-15 ADA was. In the 2017-18 school year the district will continue this level of attendance monitoring.
- For the 2013-14 school year calculated chronic absences were 6.7% district-wide; in 2014-15 it rose to 8.7%; and in 2015-16 is 7.1%. In the 2016-17 school year the district will reduce the percent of chronically absent students.
- In 2013-14 EUSD had a 94.9% graduation rate with a 4.1% dropout rate w/no middle school drop outs and EHS had a 96.9% graduation rate with a 2.1% dropout rate in 2013-14; in 2014-15 EUSD had a 92.7% graduation rate with a 5.2% dropout rate w/no middle school drop outs and EHS had 94.6% graduation rate with a 3.4% dropout rate. For 2017-18 the district expects to maintain or decrease the dropout rate.

School Climate: Priority 6

- School climate metrics displayed a .1% expulsion rate and a 4.8% suspension rate in 2013-14 and in 2014-15 the rates were .2% and 4.3% respectively. District truancy rates in 2013-14 were 6.19% which were significantly lower than county and state averages. For the 2017-18 school year the district plans on maintaining or lowering suspension/expulsion and truancy rates.
- In 2014-15 parent survey results on school climate indicated that 89.2% (148) of respondents (n = 186) felt their child was safe and connected to their school. Student survey responses were similar with 91.7% indicating the feel safe in hallways, 96.9 % indicating the feel safe in classrooms and 91% indicating they feel safe on the playground or other outdoor areas (grades 4-11; n = 1035). The district will maintain or improve these percentages in the 2017-18 school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Maintain and increase outreach to parents, community and relevant	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost

<p>3.2 Maintain engaging, emotionally safe and welcoming learning environments for all students</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>no cost</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 3: 2018-19

Expected Annual
Measurable
Outcomes:

Year 3 - 2018-19

Parent Involvement: Priority 3

- Parent engagement activities have approximated some 150 events across all sites in the 2015-16 school year. These events included School Site Council meetings, Science, Math Literacy nights, parent ELD classes, ELAC, DELAC, parent orientation meetings for incoming middle and high school students, band concerts, academic and sports awards ceremonies, PTC and booster club meetings and events, trivia and spelling bees, parent teacher conferences (K-12) and more. In the 2016-17 school year the district will continue working with each site to maintain or increase the number of parent outreach and involvement activities.
- Even though ELACs are no longer mandated all sites hold parent meetings a minimum of twice yearly to engage parents of second language learners. In the 2016-17 school year the district will continue to support the sites with their outreach activities for parents of second language learners.
- Information and available resources for homeless youth is provided to all sites and is shared with parents/caregivers. The district also works closely with the SJCOE homeless staff to identify resources for homeless and foster youth. The district will maintain this level of service in the 2016-17 school year.
- Students with exceptional needs are supported through the IEP process, and parents are provided current information on Community Advisory Committee (CAC). EHS has the "Friends Helping Friends" club which provides age appropriate peer support/interaction for students with exceptional needs and hold activities like the Annual Christmas Dance to provide to promote social interaction and recreational activities for these students with a emphasis on parent involvement. The district will continue to maintain this level of service in the 2015-16 school year and actively reach out to these parents to increased involvement in their students education..
- At the elementary level economically disadvantaged students have access to after school programs at two of the four elementary sites and in the 2015-16 school year had access to before and after school tutoring. At 6-12 economically disadvantaged students have access to a range of intervention programs including Read 180, Math intervention classes, ELA intervention classes, Social skills counseling, and SSTs. Economically disadvantaged students have access to free and reduced meals and currently 55.6% of students K-5, 54.7% of students 6-8 and 44.3% of students 9-12 qualify for free and reduced meals. The district is diligent in identifying students who qualify for free and reduced meals. In 2016-17 the district will maintain this level of service for economically disadvantaged students. Parents are regularly involved in the SST process and actively participate in school Math nights, Literacy Fairs and Science Nights to better understand the curricular program provided to their students.
- The district holds biannual "Student Data Review Teams" where district psychologists, case carriers, counselors, the district nurse, site administration and classroom teachers review the social, academic and health needs of every student K - 6. Parents are apprised of any challenges identified through this process and are provided support and guidance in identifying local resources to better support their student needs. The district will continue to maintain this level of service in the 2016-17 school year.

Pupil Engagement: Priority 5

- Student attendance is tracked and compared to previous years and reported to the governing board monthly. In the 2013-14 school year districtwide ADA was 96.66%; in 2014-15 ADA was. In the 2016-17 school year the district will continue this level of attendance monitoring.

- For the 2013-14 school year calculated chronic absences were 6.7% district-wide; in 2014-15 it rose to 8.7%; and in 2015-16 is 7.1%. In the 2016-17 school year the district will reduce the percent of chronically absent students.
- In 2013-14 EUSD had a 94.9% graduation rate with a 4.1% dropout rate w/no middle school drop outs and EHS had a 96.9% graduation rate with a 2.1% dropout rate in 2013-14; in 2014-15 EUSD had a 92.7% graduation rate with a 5.2% dropout rate w/no middle school drop outs and EHS had 94.6% graduation rate with a 3.4% dropout rate. For 2016-17 the district expects to maintain or decrease the dropout rate.

School Climate: Priority 6

- School climate metrics displayed a .1% expulsion rate and a 4.8% suspension rate in 2013-14 and in 2014-15 the rates were .2% and 4.3% respectively. District truancy rates in 2013-14 were 6.19% which were significantly lower than county and state averages. For the 2016-17 school year the district plans on maintaining or lowering suspension/expulsion and truancy rates.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Maintain and increase outreach to parents, community and relevant	District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost
3.2 Maintain engaging, emotionally safe and welcoming learning environments for all students	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	no cost

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Provide the necessary resources and staffing to make all students Career and College Ready		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>Year 1 2015-16</p> <ol style="list-style-type: none"> 127 out of 128 teachers were appropriately assigned and credentialed teachers based on SARC data and the district expects to maintain this level. Based on the annual instructional materials resolution all students had access to standards aligned materials and the district expects to maintain this level. FIT data indicate that the status of the district's facilities are overall ranked good; the district has allocated additional funds for deferred maintenance and facilities personnel and will maintain or improve this ranking level. Collected data from Instructional Rounds will establish a baseline of CCSS implementation for all students and continued data collection through Instructional Rounds will reflect an improvement over the baseline. All staff will attend a minimum of 2 days (Instructional Aides) or six days (certificated staff) PD focusing on differentiation and CCSS (content and technology) to increase implementation of the CSCS and the district will maintain or increase this frequency. All ELs have access to CCSS and ELD standards to gain content knowledge and English proficiency and the district plans on improving this level of access as evidenced by a 2% increase in the reclassification rate. All students have access to a broad course of study, including core courses, electives ,CTE, and AP classes as indicated through enrollment figures and student class schedules. The district will increase course access in music by adding additional music staff as indicated by class schedules. The district will increase access to the rural elementary school libraries by adding 		<p>Actual Annual Measurable Outcomes:</p> <p>All actions, services, and programs were effective unless otherwise stated -</p> <ol style="list-style-type: none"> Based on site SARCS, all 137 instructional staff were appropriately assigned and credentialed. Based on the annual instructional materials resolution all students had access to standards aligned materials Based on SARCS FIT data indicated that 6 of the district's 7 school were identified as "Good", with the other being identified as "Fair". Additionally, all sites have had perimeter fencing installed for security purposes, Collegeville will have a new water system installed this summer, Dent and Farmington Elementary will be repainted and the high school will complete the final phase of its modernization project. The district's four elementary sites, junior high school and high school all hosted 3 Instructional Rounds walks resulting in the establishment of key instructional initiatives undertaken at each site. The data collected established a baseline for CCSS implementation and utilizing a systematic procedure for evaluating data all sites showed positive growth. All teachers participated in a minimum of 6 days of professional development/collaboration focusing on the CCSS, Technology and ELD. Additionally, all TK-5 teachers participated in 1 day of technology PD (by grade level) and 2 days of PD focusing on the newly adopted Math Expressions curriculum. Due to scheduling logistics involving Instructional Aides and available trainers the planned two days of PD for the Instructional Aides has been deferred until the next school year. All ELs had access to CCSS aligned materials and instruction to gain content knowledge and English proficiency. Title III

additional staffing as indicated by increased library hours.

8. All students unduplicated students and students with exceptional needs have access to programs and services which have been developed and implemented and the district plans on maintaining and increasing this level of access through targeted interventions. Exceptional needs students have access to Read 180, RTI, pull in and push out services and access to group and individual counseling as indicated by their IEPs. Unduplicated students have access to a minimum 30 minutes per day of ELD, Read 180, SRA Reading Mastery, ST Math and Math 180. These are verified through class schedules, Student Data Team minutes, and student placement in these programs.

Accountability Reports for the reclassification rate for 2015-16 are not yet available, but Title III Accountability Reports indicate the district did experience an overall drop in reclassification rates between the 2013-14 school year and the 2014-15 school year from 30% to 27%.

7. All students had access to a broad course of study, including core courses, electives, CTE, and AP classes as indicated through enrollment figures and student class schedules. The district will increase course access in music by adding .4 FTE additional music staff. The district increased access to the rural elementary school libraries by adding an additional 2 hrs per day of librarian aide time.

8. All students, including unduplicated students and students with exceptional needs had access to programs and services which have been developed and implemented and the district has increased access through targeted interventions and program expansion. Exceptional needs students have access to Read 180, Math 180, RTI, pull in and push out services and access to group and individual counseling as indicated by their IEPs. Unduplicated students have access to a minimum 30 minutes per day of ELD, Read 180, Math 180, SRA Reading Mastery, ST Math and Math 180. These services are verified through IEPs, class schedules, Student Data Review Team minutes, and student placements in these programs.

9. All K-5 Teachers received 2 days of intensive training in Math Expressions. 1 day was in K-2 and 3-5 grade level settings where teachers were provided a structural overview of the adoption as well as key grade level learning objectives for articulation into the next grade. Day 2 was done in grade level teams and each grade level thoroughly reviewed the adoption's instructional progression and CCSS instructional practices.

10. All teachers were provided between 4-6 days of grade level or content area collaboration days as well as multiple out of district PDs which focused on CCSS, differentiation and ELD.

11. Using Instructional Rounds, all sites were "walked" 3 times to collect data and monitor the implementation of CCSS and Differentiation strategies. Site identified instructional initiatives based on collected data and need were developed and will serve as the "anchor" point for determining improvement levels.

12. All teachers were surveyed last year and in 2015-16 K-5 teachers received Technology training and each grade level was given a need/want survey prior to their training days. The survey results were used to target specific skills and strategies identified by each grade level.

		<p>13. All sites were provided with supplemental funds for materials and supplies.</p> <p>14. Wireless access points were installed in every classroom and the district now has 154 wireless access points in place districtwide.</p> <p>15. All student and staff devices were upgraded at Dent Elementary and grades 3-5 are now 1-to-1.</p> <p>16. EI Portal reviewed a range of ELA adoptions and are currently selecting materials to be piloted in the 2016-17 school year.</p> <p>17. Levels of staffing, instructional materials and contracted services to support student learning have been maintained and/or increased.</p> <p>18. An additional 1 FTE groundskeeper position was added.</p> <p>19. An additional \$50,000 was allocated to deferred maintenance in 2015-16.</p> <p>20. Paraprofessional PD focusing on CCSS and ELD was deferred until 2016-17 due to scheduling conflicts.</p> <p>21. \$50,000 was set aside to cover 1/3 cost of a new bus.</p> <p>22. 2 hours was added to the Library Aides at Fammington, Van Allen and Collegeville to increase library access during the school day for unduplicated students.</p> <p>23. 1 FTE Elementary teacher was added to Dent due to enrollment increase.</p> <p>24. To ensure smaller class sizes for unduplicated students .5 FTE Science teacher was added to EI Portal and .4 FTE ELA and .2 FTE Science were added to EHS.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Adoption of new mathematics curriculum K – 12		Teacher trainings (2 days per teacher) K-5	
Training for new adoptions - no cost		Teacher trainings (2 days per teacher) K-5 no cost	
Scope of Service	All	Scope of Service	All
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. PD for all teachers on CCSS and Differentiating Instruction and PD for instructional aides focusing on CCSS</p>	<p>2. PD for all teachers on CCSS and Differentiating Instruction and PD for instructional aides focusing on CCSS - no cost</p>	<p>2. PD for all teachers on CCSS and Differentiating Instruction and PD for instructional aides focusing on CCSS</p>	<p>no cost</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Develop and implement data collection procedures to monitor implementation of CCSS and Differentiation strategies</p>	<p>Continue monitoring process to determine the level of change in the frequency of observation of use of CCSS and Differentiation strategies at all grade levels and content areas using established collection protocols - no cost</p>	<p>Using the Instructional Rounds process to collect data and monitor the implementation of CCSS and Differentiation strategies at all sites a baseline has been established and site identified instructional initiatives will serve as the "anchor" point for determining improvement levels.</p>	<p>no cost</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

4. Survey teachers and students for tech skills proficiency	No Cost	Teachers participating in grade level Technology trainings were given a needs survey prior to their training day.	No Cost				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	All		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	All	
Scope of Service	All						
Scope of Service	All						
5. Provide sites with adequate resources for necessary materials and supplies	Provide sites with adequate resources for necessary materials and supplies - no cost	All sites were provided with funding to provide all necessary materials and supplies	no cost				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Districtwide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Districtwide	
Scope of Service	Districtwide						
Scope of Service	Districtwide						
6. Install 2 Wireless Access Points at Escalon Charter Academy	Install 2 Wireless Access Points at Escalon Charter Academy 4000-4999: Books And Supplies Base \$700	2 Wireless Access Points at Escalon Charter Academy - no cost	no cost				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	Scope of Service	All		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	Scope of Service	All	
Scope of Service	All						
Scope of Service	All						

<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7. Technology upgrades at Escalon Charter Academy</p>	<p>Technology upgrades at Escalon Charter Academy 4000-4999: Books And Supplies Base 3,500 Technology upgrades at Escalon Charter Academy 4000-4999: Books And Supplies Supplemental 15,000</p>	<p>All staff and student devices were upgraded at Dent.</p>	<p>Upgrade costs 4000-4999: Books And Supplies Base 33,424</p>
<p>Scope of Service Escalon Charter Academy</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Escalon Charter Academy</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>9. Maintain current levels of staffing, instructional materials and contracted services to support student learning - base/supplemental</p>	<p>Maintain current levels of staffing, instructional materials and contracted services to support student learning - base/supplemental 1000-1999: Certificated Personnel Salaries Base \$399,233 Maintain current levels of staffing, instructional materials and contracted services to support student learning - base 2000-2999: Classified Personnel Salaries Base \$33,403 Maintain current levels of staffing, instructional materials and contracted services to support student learning - base 3000-3999: Employee Benefits Base \$103,359</p>	<p>Levels of staffing, instructional materials and contracted services to support student learning - base/supplemental have been maintained and/or increased.</p>	<p>Associated costs for wages, benefits, materials and supplies, and contracted services. 1000-1999: Certificated Personnel Salaries Base 733,584 Associated costs for wages, benefits, materials and supplies, and contracted services. 2000-2999: Classified Personnel Salaries Base 35,424 Associated costs for wages, benefits, materials and supplies, and contracted services. 3000-3999: Employee Benefits Base 202,574 Associated costs for wages, benefits, materials and supplies, and contracted services. 4000-4999: Books And Supplies Base 990,494 Associated costs for wages, benefits,</p>

	<p>Maintain current levels of staffing, instructional materials and contracted services to support student learning - base 4000-4999: Books And Supplies Base \$141,386</p> <p>Maintain current levels of staffing, instructional materials and contracted services to support student learning - base 5000-5999: Services And Other Operating Expenditures Base \$33,574</p> <p>Maintain current levels of staffing, instructional materials and contracted services to support student learning - base 5000-5999: Services And Other Operating Expenditures Supplemental \$5,600</p>		<p>materials and supplies, and contracted services. 5000-5999: Services And Other Operating Expenditures Base 36,277</p> <p>Associated costs for wages, benefits, materials and supplies, and contracted services. 6000-6999: Capital Outlay Base 0</p> <p>Associated costs for wages, benefits, materials and supplies, and contracted services. 1000-1999: Certificated Personnel Salaries Supplemental 5213</p> <p>Associated costs for wages, benefits, materials and supplies, and contracted services. 3000-3999: Employee Benefits Supplemental 813</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>10. Hire 1.0 FTE Groundskeeper - no cost</p>	<p>Hire 1.0 FTE Groundskeeper - no cost</p>	<p>An additional Groundskeeper was hired</p>	<p>no cost</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)				
11. Allocate \$50,000 to Deferred Maintenance - object code 8091 - no cost		Allocate \$50,000 to Deferred Maintenance- object code 8091 - no cost	50,000 was allocated to deferred maintenance - object code 8091	no cost
Scope of Service	All		Scope of Service	All
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
12. PD for Paraprofessionals in CCSS and ELD - no cost		PD for Paraprofessionals in CCSS and ELD - no cost	This action has deferred to the 2016-17 schoolyear	no cost
Scope of Service	All		Scope of Service	All
_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
13. Set aside \$50,000 to cover 1/3 cost of bus - no cost		Set aside \$50,000 to cover 1/3 cost of bus - Object code 7619 - no cost	50,000 allocated to cover 1/3 bus cost - object code 7619	allocation - 7619 - no cost
Scope of Service	All		Scope of Service	All
X All OR: _ Low Income pupils _ English Learners			X All OR: _ Low Income pupils _ English Learners	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>14. PD for teachers focused embedding ELD in content areas, CCSS math and technology - no cost</p>	<p>PD for teachers focused embedding ELD in content areas, CCSS math and tech integration - no cost</p>	<p>PD was provided</p>	<p>no cost</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>15. Provide .1 FTE guidance counseling services for Escalon Charter Academy students in grades 9-12.</p>	<p>Provide .1 FTE guidance counseling services for Escalon Charter Academy students in grades 9-12. 1000-1999: Certificated Personnel Salaries Base \$7,830 3000-3999: Employee Benefits Supplemental \$1,170</p>	<p>.7 FTE Counselor added</p>	<p>Salary costs 1000-1999: Certificated Personnel Salaries Supplemental 7841 Salary costs 3000-3999: Employee Benefits Supplemental 1,172</p>
<p>Scope of Service: Escalon Charter Academy</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Escalon Charter Academy</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>16. Add 1 FTE teacher - Escalon Charter Academy</p>	<p>Add 1 FTE teacher - Escalon Charter Academy 1000-1999:</p>	<p>Teacher added @ Escalon Charter Academy</p>	<p>Salary costs - see A/S # 9 above</p>

	<p>Certificated Personnel Salaries Base \$64,875</p> <p>Add 1 FTE Elementary teacher - Site TBD 3000-3999: Employee Benefits Base \$10125</p>		
<p>Scope of Service Escalon Charter Academy</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Escalon Charter Academy</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>17. Add .5 FTE Science teacher at El Portal, .4 FTE ELA teacher and .2 FTE Science teacher at EHS to lower class sizes to provide more effective instruction for unduplicated students</p>	<p>Hire MS and HS teachers</p>	<p>Positions/FTEs added in area listed</p>	<p>no cost</p>
<p>Scope of Service El Portal and Escalon High School</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In reviewing the past progress of Goal #1 of the 2015-16 LCAP year, based on Title III accountability metrics a greater focus on PD for all instructional staff regarding the new ELA/ELD standards will be addressed in the upcoming year. Additionally, providing PD for all Instructional Aides will be revisited as there were challenges in coordinating release time for the aides due to their different schedules and the instructional duties that they perform at their various sites during the school day. In the upcoming year the district will develop a training schedule outside of the instructional day to facilitate these trainings.</p>		

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

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

Original GOAL 2 from prior year LCAP:	Increase academic rigor so that all students have the necessary literacy skills to be Career and College Ready		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Year 1 - 2015-16</p> <ol style="list-style-type: none"> 1. Student in Grades 3-8 and grade 11 took the CAASPP in 2014-15 which will serve as the baseline to measure growth in 2015-16. 2. Over the last five years of API the district's API has risen 40 points from 752 to 792 and 2013 districtwide proficiency rates were 52% ELA and 59% math. With the new CAASPP system 2014-15 results will establish the baseline for district API and student proficiency rates. 3. In 2013-14 districtwide CAASPP CST scores in science were 52% - grade 5; 61% - grade 8; and 60% - grade 10. The district expects to maintain or increase these proficiency rates. 4. In 2013-14 31.4 % of graduating students completed the UC/CSU requirements and the district will maintain or increase this percentage. 5. In 2013-14 94.9% graduated from EUSD and the district expects to maintain this graduation rate. 6. In the 2013-14 school year the district met AMAO 1 with 60.8% of CELDT takers making annual progress; the district will maintain or improve the AMAO 1 percentage rate. The district missed AMAO 2 (students attaining English proficiency) by 1.7% (20.1%) in the > 5 yr cohort and 2.7% (49.0%) in the < 5 yr cohort. The district plans on meeting the percentage rates for AMAO 2 in the 2015-16 school year. 7. The district EL reclassification rate was 13.5% in 2013-14 and the district plans on maintaining or improving EL reclassification rates. 8. In the 2013-14 school year 137 students took 225 AP exams and 50% of the exams taken were scored at level 3 or higher. The district plans on maintaining or increasing the number of students taking AP courses and the percentage of students achieving a 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Students in grades 3-8 and 11 participated in the CAASPP test and a performance baseline was established. 2. No API was produced by the state in 2015-16 and the inclusion of performance data has been waived for the APR for one year. 2015-16 CAASPP data has established the district's baseline for student performance on this measure. 3. With the instructional focus shifting to the NGSS district CST sciences scores experienced a drop. Grade 5 had 41% proficient or advanced and grade 8 and 10 were 45% and 58% respectively. 4. In 2014-15 30.8% of students had met CSU/UC requirements. 5. in 2014-15 the district graduation rate was 94.9% which is similar to last year and well above the 90% level used to determine APR. 6. Title III Accountability reports indicated in 2014-15 the district missed target of 60.5% AMAO 1 with 59.9% making annual progress. In 2014-15 AMAO 2 indicated that > 5yr. cohort missed its target rate of 24.2% with 16.0% of ELs being reclassified; the < 5 yr cohort exceeded its target (50.9%) with 51.1% of ELs being reclassified. 7. The actual reclassification rate for ELs in 2013-14 was actually 30.1% and in the 2014-15 this rate dropped slightly to 28.6%. 8. In 2014-15 168 students took 283 AP exams and 43% scored a 3 or greater. This represents an increase of 58 exams taken which is a 20% increase over 2013-14 and in 2014-15 the total number of scores of 3 or higher was 121, which reflects a modest increase over the 112 exams with a score of 3 or greater in 2013-14. 9. Using the new CAASPP criteria in 2014-15 the EAP rate in

score of 3 or greater.

9. 2013-14 EAP results indicated in ELA 25% of students ready for college and 24% conditional (out of 158 test takers). In math 4% were ready for college and 52% were conditional (out of 105 test takers). With the new CAASPP assessment 2014-15 will serve as a baseline year for EAP rates.

10. CAHSEE testing in March of 2014 reported 86% passing math and 81% passing ELA and the district expects to maintain or improve these rates.

11. In 2013-14 out of 861 students 425 were CTE participants with 335 designated as CTE concentrators and the district expects to maintain this level.

13. Both the middle school and the high school participate in academic contests (Academic Pentathlon @ EPMS and Academic Decathlon at EHS) and these schools will continue to compete.

14. In 2014-15 EHS had 25 CSF members of which 12 designated as lifetime members and the district plans on maintaining or increasing this level of participation

15. VAPA offerings at EHS include Art 1, Advanced Art 2-4, wind and jazz ensembles, band, a four year humanities sequence and will add choir in 2015-16. The district plans on maintaining this level of VAPA offerings.

16. All elementary schools participate in the county science fair and counting spelling bee and the district plans on maintaining this level of participation.

17. EHS FFA participates in a wide range of regional, state and national competitions and the district plans on maintaining this level of participation.

ELA indicated that 35% were conditionally ready and 31% were college ready. In math the rates were 27% and 8% respectively. As the CAASPP is a new mechanism for determining college readiness, the 2014-15 will serve as a baseline year for future EAP comparisons.

10. CAHSEE has been suspended by the CDE so there are no rates available for comparison.

11. Based on CALPADS data in 2014-15 of the 876 students 517 students were CTE participants and 274 were designated as CTE concentrators.

12. In 2014-15 The high school and middle school participated in the Academic Decathlon and the Academic Pentathlon.

13. In 2015-16 EHS had 25 CSF members of which 12 designated as lifetime members.

14. VAPA offerings at EHS include Art 1, Advanced Art 2-4, wind ensembles, band, Orchestra a four year humanities sequence. Based on enrollment and interest Orchestra was added this year rather than choir. Additionally, El Portal middle school added beginning guitar in the 2015-16 school year.

15. All elementary schools participated in the Spelling Bee and Science Fair with 4 students medalizing at the Science Fair (including an Overall 3rd grade Blue Ribbon recipient).

16. The EHS FFA continued to participate in a wide range of regional, state and national competitions.

17. The Ag Science pathway was implemented in 2015-16 and stakeholder/community survey responses indicated a preference for a Health Careers pathway and a Health Careers pathway instructor was hired. Curricular materials required for Ag Science pathway were purchased.

18. In 2015-16 15 EHS students participated in Youth in Government Day and job shadowed various government employees.

19. SchoolCity was the selected vendor for the assessment system and the Inspect item bank was selected. The district will be developing and implementing interim benchmarks in 2016-17.

20. Reviewing the GAFE console over the past six months (the GAFE admin console only stores the previous six months of activity) reflected a growth of total data storage from 290k MB to 470k MB, number of Google Docs from 26,700 docs to 47,900 docs, Google Slides from 4800 to 8800 and Google Draw from 2,437 to 4,329. These are very solid indicators of the increase use of technology by students.

21. Reviewing site activity/events calendars over 150 parent related events were held at all district schools. Thematic events

		<p>like Read Across America, Science nights, and Earth Day activities were held. Cultural events included Patriotic Day, International Day, and Arts Alive Exhibition.</p> <p>22. AP trainings for teachers totaled</p> <p>23. An additional Spanish teacher was hired which created 3 additional sections and increased the enrollment of RFEPs from 48 to 71 and ELs from 0 to 3.</p> <p>24. Clerical support was provided to the counseling department and based on counselor feedback allowed them to better monitor the academic performance of ELs and other unduplicated students.</p> <p>25. 9 students utilized Odysseyware with over 30 courses completed..</p> <p>26. See update in Goal #1 Action #3</p> <p>27. Review of homework policy was deferred until next year.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services																																	
	Budgeted Expenditures		Estimated Actual Annual Expenditures																																
1. Create CTE pathway in Ag Science and Business/Technology - no cost	Hire Information technology teacher and implement one or both pathways and purchase necessary materials and supplies - no cost	Purchased textbooks for Ag Science Pathway.	no cost																																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Escalon High</td> </tr> <tr> <td><input checked="" type="checkbox"/> All</td> <td></td> </tr> <tr> <td>OR:</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Low Income pupils</td> <td></td> </tr> <tr> <td><input type="checkbox"/> English Learners</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Foster Youth</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Redesignated fluent English proficient</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other Subgroups: (Specify)</td> <td></td> </tr> </table>	Scope of Service	Escalon High	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Escalon High</td> </tr> <tr> <td><input checked="" type="checkbox"/> All</td> <td></td> </tr> <tr> <td>OR:</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Low Income pupils</td> <td></td> </tr> <tr> <td><input type="checkbox"/> English Learners</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Foster Youth</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Redesignated fluent English proficient</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other Subgroups: (Specify)</td> <td></td> </tr> </table>	Scope of Service	Escalon High	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)		
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2. Monitor student/staff participation in internships/externships, job shadows, and certification programs	Monitor number of participants in job shadows, and certification programs by students and staff and, if determined feasible, implement "Job Shadow" day at Escalon High School 4000-4999: Books And	Students participating in job shadows	No Cost																																

	Supplies Base \$1,000						
<table border="1"> <tr> <td>Scope of Service</td> <td>Escalon High</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Escalon High		<table border="1"> <tr> <td>Scope of Service</td> <td>Escalon High School</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Escalon High School	
Scope of Service	Escalon High						
Scope of Service	Escalon High School						
3. Identify and implement CCSS aligned formative, interim and summative assessment	Continue use of assessment application - no cost	The district selected SchoolCity and the Inspect item bank to develop and administer formative, interim and summative assessments.	no cost 5800: Professional/Consulting Services And Operating Expenditures Base 15,678 Contract completed 5800: Professional/Consulting Services And Operating Expenditures Other 11,453				
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Scope of Service	All						
Scope of Service	All						
4. Increase student use of technology	Increase student use of technology; K-5 and 6-8 schools will implement district provided technology skills curriculum. Additional student use of technology activities will be embedded in instructional units and will be determined by each site/grade level/department and/or teacher - No cost	Draft grade level tech literacy skills were developed and a focus on GAFE being implemented into the classroom has seen a marked increase in student use of technology. Additionally all students in grades 3-6 are currently 1 to 1, and the district device to student ratio has dropped to 2:3.	no cost				

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<p>5. Expand thematic and cultural activities at K-5</p>	<p>Thematic and cultural activities will be supported through site based budgets and parent club donations - no cost 4000-4999: Books And Supplies Other \$2000</p> <p>Thematic and cultural activities will be supported through site based budgets and parent club donations - funding amounts are for all four schools 5000-5999: Services And Other Operating Expenditures Other \$2000</p>	<p>All K-5 sites offered a wide range of thematic and cultural activities.</p>	<p>no cost</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>Farmington, Colledgeville, Dent, Van Allen and Gateway Homeschool</td> </tr> </table>	Scope of Service	Farmington, Colledgeville, Dent, Van Allen and Gateway Homeschool		<table border="1"> <tr> <td>Scope of Service</td> <td>Farmington, Colledgeville, Dent, Van Allen and Gateway Homeschool</td> </tr> </table>	Scope of Service	Farmington, Colledgeville, Dent, Van Allen and Gateway Homeschool	
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<p>6. Provide AP specific training for AP teachers</p>	<p>Provide AP specific training for AP teachers - no cost</p>	<p>Teacher received training</p>	<p>no cost</p>				
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<p>7. Add an additional 1.0 FTE Spanish teacher to increase access to Spanish classes for native Spanish speaking students</p>	<p>Hire Spanish teacher - no cost</p>	<p>Spanish teacher hired</p>	<p>no cost</p>
<p>Scope of Service Escalon High</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Escalon High</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>8. Provide clerical support for Gateway Homeschool</p>	<p>3.75 Hr clerical support position for Gateway Homeschool 2000-2999: Classified Personnel Salaries Base 9,750</p> <p>3000-3999: Employee Benefits Base 3,250</p>	<p>Clerical position was filled</p>	<p>Employee expense 2000-2999: Classified Personnel Salaries Base</p> <p>Employee expense 3000-3999: Employee Benefits Base</p>
<p>Scope of Service Gateway Homeschool</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service Gateway Homeschool</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)							
9. Provide online curricular offerings for Gateway Homeschool students grades 9-12	Contract with Odysseyware 5000-5999: Services And Other Operating Expenditures Base \$5,000	Odysseyware contract signed	Contract cost 5800: Professional/Consulting Services And Operating Expenditures Base 5,000				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Gateway Homeschool</td> </tr> </table> ----- <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Gateway Homeschool		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Gateway Homeschool</td> </tr> </table> ----- <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Gateway Homeschool	
Scope of Service	Gateway Homeschool						
Scope of Service	Gateway Homeschool						
10. Maintain data collection procedures to compare to baseline data regarding use of informational text, close reading and expository writing at all grade levels and content areas.	Continue monitoring process to determine the level of change in the frequency of observation of use of informational text, close reading and expository writing at all grade levels and content areas using established collection protocols.(Accounted for in Goal #1 Action #3) - no cost	See update in Goal #1 Action #3	See update in Goal #1 Action #3				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All</td> </tr> </table> ----- <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	All		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All</td> </tr> </table> ----- <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	All	
Scope of Service	All						
Scope of Service	All						
11. Review and revise as appropriate EUSD homework policy	Review and revise as appropriate EUSD homework policy - no cost	Homework policy revision was tabled this year and will be reviewed in 2016-17	No cost				

<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All		<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All	
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In reviewing the past progress of Goal #2 of the 2015-16 LCAP year, as in Goal #1 above additional focus on providing more effective ELD to ensure our students meet the Title III AMAOs will be addressed in the 2016-17 LCAP. Further, while the district benchmark assessment system was identified, the implementation of actual benchmarks was limited to a series of pilot assessments being administered to acclimate instructional staff in the systems operation and functionality was the extent of the systems use. Next year grade level benchmarks will be developed and administered based on a set schedule.</p>						

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

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

Original GOAL 3 from prior year LCAP:	Accelerate the growth of our under-performing subgroups in all academic areas		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	Low Income pupils, English Learners, Foster Youth and Special Ed. pupils	
Expected Annual Measurable Outcomes:	<p>Year 1 - 2015-16</p> <ol style="list-style-type: none"> 1. Student in Grades 3-8 and grade 11 took the CAASPP in 2014-15 which will serve as the baseline to measure growth in 2015-16. 2. Over the last five years of API the district's API has risen 40 points from 752 to 792 and 2013 districtwide proficiency rates were 52% ELA and 59% math. With the new CAASPP system 2014-15 results will establish the baseline for district API and student proficiency rates. 3. In 2013-14 districtwide CAASPP CST scores in science were 54% - grade 5; 61% - grade 8; and 60% - grade 10. The district expects to maintain or increase these proficiency rates. 4. In 2013-14 31.4 % of graduating students completed the UC/CSU requirements and the district will maintain or increase this percentage. 5. In 2013-14 94.9% graduated from EUSD and the district expects to maintain this graduation rate. 6. In the 2013-14 school year the district met AMAO 1 with 60.8% of CELDT takers making annual progress; the district will maintain or improve the AMAO 1 percentage rate. The district missed AMAO 2 (students attaining English proficiency) by 1.7% (20.1%) in the > 5 yr cohort and 2.7% (49.0%) in the < 5 yr cohort. The district plans on meeting the percentage rates for AMAO 2 in the 2015-16 school year. 7. The district EL reclassification rate was 13.5% in 2013-14 and the district plans on maintaining or improving EL reclassification rates. 8. In the 2013-14 school year 137 students took 225 AP exams and 50% of the exams taken were scored at level 3 or higher. The district plans on maintaining or increasing the number of students taking AP courses and the percentage of students achieving a 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Students in grades 3-8 and 11 participated in the CAASPP test and a performance baseline was established. 2. No API was produced by the state in 2015-16 and the inclusion of performance data has been waived for the APR for one year. 2015-16 CAASPP data has established the district's baseline for student performance on this measure. 3. With the instructional focus shifting to the NGSS district CST sciences scores experienced a drop. Grade 5 had 41% proficient or advanced and grade 8 and 10 were 45% and 58% respectively. 4. In 2014-15 30.8% of all 12th graders had completed their CSU/US requirements. 5. In 2014-15 the district graduation rate was 94.9% which is similar to last year and well above the 90% level used to determine APR. 6. Title III Accountability reports indicated in 2014-15 the district missed target of 60.5% AMAO 1 with 59.9% making annual progress. In 2014-15 AMAO 2 indicated that > 5yr. cohort missed its target rate of 24.2% with 16.0% of ELs being reclassified; the < 5 yr cohort exceeded its target (50.9%) with 51.1% of ELs being reclassified. 7. The actual reclassification rate for ELs in 2013-14 was actually 30.1% and in the 2014-15 this rate dropped slightly to 28.6%. 8. In 2014-15 168 students took 283 AP exams and 43% scored a 3 or greater. This represents an increase of 58 exams taken which is a 20% increase over 2013-14 and in 2014-15 the total number of scores of 3 or higher was 121, which reflects a modest increase over the 112 exams with a score of 3 or greater in 2013-14.

score of 3 or greater.

9. 2013-14 EAP results indicated in ELA 25% of students ready for college and 24% conditional (out of 158 test takers). In math 4% were ready for college and 52% were conditional (out of 105 test takers). With the new CAASPP assessment 2014-15 will serve as a baseline year for EAP rates.

10. CAHSEE testing in March of 2014 reported 86% passing math and 81% passing ELA and the district expects to maintain or improve these rates.

11. In 2013-14 out of 861 students 425 were CTE participants with 335 designated as CTE concentrators and the district expects to maintain this level.

13. Both the middle school and the high school participate in academic contests (Academic Pentathlon @ EPMS and Academic Decathlon at EHS) and these schools will continue to compete.

14. In 2014-15 EHS had 25 CSF members of which 12 designated as lifetime members and the district plans on maintaining or increasing this level of participation

15. VAPA offerings at EHS include Art 1, Advanced Art 2-4, wind and jazz ensembles, band, a four year humanities sequence and will add choir in 2015-16. The district plans on maintaining this level of VAPA offerings.

16. All elementary schools participate in the county science fair and counting spelling bee and the district plans on maintaining this level of participation.

17. EHS FFA participates in a wide range of regional, state and national competitions and the district plans on maintaining this level of participation.

9. Using the new CAASPP criteria in 2014-15 the EAP rate in ELA indicated that 35% were conditionally ready and 31% were college ready. In math the rates were 27% and 8% respectively. As the CAASPP is a new mechanism for determining college readiness, the 2014-15 will serve as a baseline year for future EAP comparisons.

10. CAHSEE has been suspended by the CDE so there are no rates available for comparison.

11. Based on CALPADS data in 2014-15 of the 876 students 517 students were CTE participants and 274 were designated as CTE concentrators.

12. In 2014-15 The high school and middle school participated in the Academic Decathlon and the Academic Pentathlon.

13. In 2015-16 EHS had 25 CSF members of which 12 designated as lifetime members.

14. VAPA offerings at EHS include Art 1, Advanced Art 2-4, wind ensembles, band, Orchestra a four year humanities sequence. Based on enrollment and interest Orchestra was added this year rather than choir. Additionally, El Portal middle school added beginning guitar in the 2015-16 school year.

15. All elementary schools participated in the Spelling Bee and Science Fair (with 4 students medaling at the Science Fair including an Overall 3rd grade Blue Ribbon recipient).

16. The EHS FFA continued to participate in a wide range of regional, state and national competitions.

17. The supplemental teacher position for Colleeville and Farmington was continued for the 2015-16 school year.

18. 1 FTE of ELA Bridging teacher was continued for the 2015-16 school year.

19. An EL reclassification committee overhauled and implemented a revised EL monitoring process in 2015-16. K-5 grade level teams collaborated on developing instructional units that addressed EL student needs.

20. Previous increase of paraprofessional time was maintained allowing increased tier 1 intervention services to continue.

21. After much debate it was determined that increasing the frequency and scope of progress monitoring with AimsWeb would provide the district and sites with norm referenced achievement data to accurately assess academic growth of our unduplicated students and language acquisition rates for our EL students.

22. To increase academic support for ELs an additional Bilingual aide was hired for the high school and an additional 2.75 hrs were added to a bilingual aide position at the middle

			<p>school.</p> <p>23. All elementary sites were provided funding to implement tutoring services for underperforming students. Each site developed their own tutoring program based on each site's unique needs.</p> <p>24. Math 180 was purchased and implemented at the middle school and ST Math was purchased and implemented at Farmington elementary.</p> <p>25. .15 FTE of speech therapist was added to an existing position to ensure the needs of students receiving speech services are adequately provided for.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services									
	Budgeted Expenditures		Estimated Actual Annual Expenditures								
1. Maintain supplemental teacher to provide targeted support at Collegeville and Farmington Elementary	Ongoing contract - no cost	Teacher position was maintained	no cost								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>Collegeville and Farmington Elementary</td> </tr> <tr> <td colspan="2"> _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Collegeville and Farmington Elementary	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>Collegeville and Farmington Elementary</td> </tr> <tr> <td colspan="2"> _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Collegeville and Farmington Elementary	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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2. Maintain 1 FTE of ELA teacher for El Portal Middle and Escalon High Schools to provide "bridging" struggling students, for transitioning ELs and Read 180 students returning to the general ed classroom	Ongoing contract - no cost	Position maintained	no cost								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>El Portal and Escalon High</td> </tr> </table>	Scope of Service	El Portal and Escalon High		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>El Portal and Escalon High</td> </tr> </table>	Scope of Service	El Portal and Escalon High					
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<p>3. Standardize ELD delivery K-5 and develop systematic monitoring system for EL</p>	<p>Ongoing materials support for ELD units - no cost</p>	<p>K-5 grade level teams worked on ELD units during collaboration days and an EL Monitoring committee was developed and revised the EL monitoring process.</p>	<p>no cost</p>
<p>Scope of Service: All</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Increase Tier I interventions in grades 1-5</p>	<p>Maintain utilization of Para Educators – RTI to expand Tier I classroom support - no cost</p>	<p>Increased duty time for para-educators was maintained to provide increased tier 1 intervention services for unduplicated students.</p>	<p>no cost</p>
<p>Scope of Service: Collegeville, Dent, Farmington, and Van Allen Elementary</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service: Collegeville, Dent, Farmington, and Van Allen Elementary</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)				
5. Develop or purchase Language Acquisition Benchmarks		Implement Language Acquisition benchmarks - no cost	Utilizing the AimsWeb platform the district expanded the focus and frequency of progress monitoring of unduplicated students to better assist in determining appropriate placement options.	no cost
Scope of Service	All		Scope of Service	All
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6. Provide core academic support for ELs grades 6-12		Hire 2.75 hr. aide at EI Portal and 6 hr. aide at EHS - no cost	Aide positions were filled	no cost
Scope of Service	EI Portal and Escalon High		Scope of Service	EI Portal and Escalon High
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7. Provide before and after school tutoring for underperforming students grade K - 5		Provide before and after school tutoring for underperforming students grade K - 5 - no cost	Tutoring services were provided	no cost
Scope of Service	Collegeville, Dent, Farmington, and Van Allen Elementary		Scope of Service	Collegeville, Dent, Farmington, and Van Allen Elementary

<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>		<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>	
<p>8. Provide Math Intervention</p>	<p>Provide Math Intervention - no cost</p>	<p>Math 180 was implemented at EI Portal and ST Math was implemented at Farmington</p>	<p>no cost</p>
<p>Scope of Service EI Portal Middle and Farmington Elementary</p> <p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>		<p>Scope of Service EI Portal Middle and Farmington Elementary</p> <p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>	
<p>9. Increase Speech support services</p>	<p>Add an additional .15 FTE SLP - no cost</p>	<p>.15 FTE of speech services were added</p>	<p>no cost</p>
<p>Scope of Service All</p> <p><u> </u> All OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u> </u> Special Education Speech pupils</p>		<p>Scope of Service All</p> <p><u> </u> All OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u> </u> Special Education Speech pupils</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing</p>	<p>In reviewing the past progress of Goal #3 of the 2015-16 LCAP year the implementation of supplemental teacher was a positive, but as a result of more effective progress monitoring it was determined that not all students in need of intervention were receiving the level of intervention they required. to address this in the 2016-17 LCAP year a more formal progress</p>		

past progress and/or changes to goals?

monitoring system will be implemented and intervention programs will be put in place to ensure that student need determines the scope of intervention programming rather than availability of seat licenses and staffing.

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

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

Original GOAL 4 from prior year LCAP:	Enlist all stakeholders to create learning environments that are effective and engaging		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>1. Parent engagement activities have approximated some 140 events across all sites in the 2014-15 school year. These events included School Site Council meetings, Science, Math Literacy nights, parent ELD classes, ELAC, DELAC, parent orientation meetings for incoming middle and high school students, band concerts, academic and sports awards ceremonies, PTC and booster club meetings and events, trivia and spelling bees, parent teacher conferences (K-12) and more. In the 2015-16 school year the district will continue working with each site to maintain or increase the number of parent outreach and involvement activities.</p> <p>2. Even though ELACs are no longer mandated all sites hold parent meetings a minimum of twice yearly to engage parents of second language learners. In the 2015-16 school year the district will continue to support the sites with their outreach activities for parents of second language learners.</p> <p>3. Information and available resources for homeless youth is provided to all sites and is shared with parents/caregivers. The district also works closely with the SJCOE homeless staff to identify resources for homeless and foster youth. The district will maintain this level of service in the 2015-16 school year.</p> <p>4. Students with exceptional needs are supported through the IEP process, and parents are provided current information on Community Advisory Committee (CAC). EHS has the "Friends Helping Friends" club which provides age appropriate peer support/interaction for students with exceptional needs and hold activities like the Annual Christmas Dance to provide to promote social interaction and recreational activities for these students with a emphasis on parent involvement. The district will continue to maintain this level of service in the 2015-16 school year and</p>		<p>Actual Annual Measurable Outcomes:</p> <p>1. Parent engagement activities have approximated some 150 events across all sites in the 2015-16 school year. These events included School Site Council meetings, Science, Math Literacy nights, parent ELD classes, ELAC, DELAC, parent orientation meetings for incoming middle and high school students, band concerts, academic and sports awards ceremonies, PTC and booster club meetings and events, trivia and spelling bees, parent teacher conferences (K-12) and more.</p> <p>2. Even though ELACs are no longer mandated all sites held parent meetings a minimum of twice in the 2015-16 school year to engage parents of second language learners.</p> <p>3. Information and available resources for homeless youth were provided to all sites and is shared with parents/caregivers. The district worked closely with the SJCOE homeless staff to identify resources for homeless and foster youth.</p> <p>4. Students with exceptional needs were supported through the IEP process, and parents were provided current information on Community Advisory Committee (CAC). EHS's "Friends Helping Friends" club provided age appropriate peer support/interaction for students with exceptional needs and held the Annual Christmas Dance to promote social interaction and recreational activities.</p> <p>5. In the 2015-16 the elementary level economically disadvantaged students had access to after school programs at two of the four elementary sites and all K-5 sites provided tutoring services to support underperforming students. At 6-12 economically disadvantaged students had access to a range of intervention programs including Read 180, Math intervention classes, ELA intervention classes, Social skills counseling, and SSTs. Economically disadvantaged students had access to free</p>

actively reach out to these parents to increased involvement in their students education..

5. At the elementary level economically disadvantaged students have access to after school programs at three of the four elementary sites and in the 2015-16 school year will have access to before and after school tutoring. At 6-12 economically disadvantaged students have access to a range of intervention programs including Read 180, Math intervention classes, ELA intervention classes, Social skills counseling, and SSTs.

Economically disadvantaged students have access to free and reduced meals and currently 57.6% of students K-5, 54.4% of students 6-8 and 42.4% of students 9-12 qualify for free and reduced meals. The district is diligent in identifying students who qualify for free and reduced meals. In 2015-16 the district will maintain this level of service for economically disadvantaged students. Parents are regularly involved in the SST process and actively participate in school Math nights, Literacy Fairs and Science Nights to better understand the curricular program provided to their students.

6. The district holds biannual "Student Data Review Teams" where district psychologists, case carriers, counselors, the district nurse, site administration and classroom teachers review the social, academic and health needs of every student K - 6. Parents are apprised of any challenges identified through this process and are provided support and guidance in identifying local resources to better support their student needs. The district will continue to maintain this level of service in the 2015-16 school year.

7. Student attendance is tracked and compared to previous years and reported to the governing board monthly. In the 2013-14 school year districtwide ADA was 96.66%. In the 2015-16 school year the district will continue this level of attendance monitoring.

8. For the 2013-14 school year calculated chronic absences were 2.8% district-wide. In the 2015-16 school year the district will reduce the percent of chronically absent students.

9. EUSD had a 94.9% graduation rate with a 4.1% dropout rate w/no middle school drop outs in 2013-14. EHS had a 96.9% graduation rate with a 2.1% dropout rate in the same year. For 2015-16 the district expects to maintain or decrease the dropout rate.

10. School climate metrics displayed a .1% expulsion rate and a 4.8% suspension rate in 2013-14 which is consistent with state averages and much lower than county averages. District truancy rate in 2013-14 were 6.19% which were significantly lower than county and state averages. For the 2015-16 school year the

and reduced meals. Parents were regularly involved in the SST process and actively participate in school Math nights, Literacy Fairs and Science Nights to better understand the curricular program provided to their students.

6. The district held "Student Data Review Teams" and district psychologists, case carriers, counselors, the district nurse, site administration and classroom teachers reviewed the social, academic and health needs of every student K - 6. Parents were apprised of any challenges identified through this process and were provided support and guidance in identifying local resources to better support their student needs.

7. Student attendance is tracked and compared to previous years and reported to the governing board monthly. In the 2013-14 school year districtwide ADA was 96.66% and in 2014-15 it dropped slightly to 96.05.

8. For the 2014-15 school year calculated chronic absences were 8.7% district-wide. In the 2015-16 school year the district had a calculated chronic absenteeism rate of 7.1. (note: the 2013-14 rate was incorrectly calculated and the actual rate was 6.7%).

9. EUSD had a 95.8% graduation rate with a 4.2% dropout rate w/no middle school drop outs in 2014-15. EHS had a 97.9% graduation rate with a 2.1% dropout rate in the same year.

10. DataQuest metrics displayed a .1% expulsion rate and a 4.8% suspension rate in 2013-14 and in 2014-15 that rate was 4.3% for suspensions and .2% for expulsions. These rates are still consistent with state averages and much lower than county averages. District truancy rate in 2014-15 rose slightly over the previous year to 7.45 (vs.6.19%) All of which were significantly lower than county and state averages. For the 2015-16 school year the district plans on maintaining or lowering suspension/expulsion and truancy rates.

11. The school climate survey was deferred until 2016-17 as parents were given a communications preference survey in 2015-16. Student responses on the Healthy Kids Survey given this year reflected consistent responses regarding school connectedness and safety with the climate survey given to them last year.

12. Parent ELD programs began over a month earlier this year and an additional class was offered.

13. The Aeries parent portal was implemented and, coupled with site outreach efforts the accuracy of parent contact information increased significantly.

14. The California Healthy Kids Survey was administered to

<p>district plans on maintaining or lowering suspension/expulsion and truancy rates.</p> <p>11. Parent survey results on school climate indicated that 89.2% (148) of respondents (n = 186) felt their child was safe and connected to their school. Student survey response were similar with 91.7% indicating the feel safe in hallways, 96.9 % indicating the feel safe in classrooms and 91% indicating they feel safe on the playground or other outdoor areas (grades 4-11 with n = 1035). The district will maintain or improve these percentages in the 2015-16 school year.</p>	<p>students in grades 5, 7, & 9 in 2015-16 and student safety and connectedness rates were consistent with last year's student climate survey.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>Maintain or increase the frequency of parent outreach activities/events from prior year</p>	<p>Maintain or increase the frequency of parent outreach activities/events from prior year - no cost</p>	<p>Parent outreach activities were maintained or increased in 2015-16</p>	<p>no cost</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue and/or increase parent ELD program on at least one campus w/child care</p>	<p>Continue and/or parent ELD program on at least one campus w/child care - no cost</p>	<p>Parent ELD program was expanded this year</p>	<p>no cost</p>
<p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Administer parent/student satisfaction metric	Administer parent/student satisfaction metric - no cost	Parent satisfaction metric was replaced with a parent Communications survey this year and student satisfaction was measured through the California Healthy Kids survey.	no cost
Scope of Service: All		Scope of Service: all	
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement Aeries parent portal	Implement Aeries parent portal - no cost	Parent portal was implemented	no cost
Scope of Service: All		Scope of Service: All	
<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase accuracy of parent cellphone numbers and emails to provide for more SMS and email parent communication	Increase accuracy of parent cellphone numbers and emails to provide for more SMS and email parent communication - no cost	Aeries Parent Portal and site outreach increased the accuracy of parent cellphone numbers and emails maintained in our student information system	no cost
Scope of Service: All		Scope of Service: All	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Administer California Healthy Kids Survey to grades 5, 7, and 9 (Survey done every other year)	Administer survey - no cost 4000-4999: Books And Supplies Base \$1,000	the survey was administered to students in grades 5, 7, & 9	no cost				
<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All		<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All	
Scope of Service	All						
Scope of Service	All						
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In reviewing the past progress of Goal #4 of the 2015-16 LCAP year parent outreach efforts were quite positive and an increase in parent attendance at school events was evident, it was determined that more effective outreach efforts needs to be reviewed. In the 2016-17 LCAP year the district will be reviewing additional options like social media to further increase the effectiveness of the district's parent outreach efforts. Additionally, feedback from parents participating in district sponsored ELD courses were gratefull for increased offerings this LCAP year, but indicated providing more offerings in the upcoming LCA year would be appreciated. To this end, the district will review the feasibility of offerings additional parent ELD classes.						

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

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$161,961
For the 2016-17 school year Escalon Charter Academy will receive supplemental funds based on it's unduplicated counts of low income, English Learner and foster youth. The current 2016-17 LCAP allocates funds to provide increased services to our unduplicated students. As the district is below the 55% threshold of unduplicated students (53%), this narrative will also address how the use of these funds best meets the needs of the students in conjunction with the district's goals.	
Goal #1 - Provide the necessary resources and staffing to make all students Career and College Ready; State Priorities 1, 2, & 7	
1.4 Hire Highly Qualified staff to meet student and program needs -	
In the 2016-17 school year the district will add an additional teacher to the Gateway Homeschool program to reduce the number of students on each teachers case load. The provided services will be principally directed to meeting the needs of unduplicated students enrolled in the Gateway program. Research is very positive regarding lower class sizes and student performance (Glass, G.V., and Smith, M.L. (1978) Meta-analysis of research on the relationship of class size and achievement. San Francisco: Far West Laboratory of Educational Research and Development.) and the addition of 1 FTE teacher will have this impact. The district feels that the most effective means of meeting the needs of these student is through the addition of a teacher. Expansion of online academic programs were considered to meet the students' curricular needs, but it was felt that these service would be more effective if delivered by a credentialed teacher.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

5.02	%
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Escalon Charter Academy has calculated a 5.029% proportionality percentage for 2016-17. In its 2016-17 LCAP, the Charter has undertaken initiatives that will increase and improve the level of services directed towards our RFEP, English Learner, Low Income and foster youth. Quantitatively speaking, last year the charter expended approximately \$6,116 on services for unduplicated students. With the 2016-17 calculation approximating \$161,961 for services for unduplicated students. This year's LCAP accounts for \$70,114 of supplemental funds being expended to support our RFEP, English Learner, Low Income and foster youth. Therefore, this year the Charter will spend approximately \$70,114 on services and materials for unduplicated students or 43% of its calculated supplemental allocation and represents a tenfold increase from the previous year. This amount meets the 5.02% threshold of the calculated MPP for the 2016-17 LCAP year.

intervention

From a qualitative perspective the Charter's \$70,114 is being expended for direct services for unduplicated students which also meets the qualitative threshold for the MPP

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	13,054.00	60,641.00	60,641.00	60,641.00	181,923.00
2000-2999: Classified Personnel Salaries	Base	43,153.00	35,424.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	116,734.00	202,574.00	1,095,103.00	0.00	0.00	1,095,103.00
3000-3999: Employee Benefits	Other	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	1,170.00	1,985.00	9,463.00	9,463.00	9,463.00	28,389.00
4000-4999: Books And Supplies		0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	147,586.00	1,023,918.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	2,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	15,000.00	0.00	0.00	0.00	0.00	0.00
4000-5999: Supplies and Service	Base	0.00	0.00	5,395.00	5,395.00	5,395.00	16,185.00
4000-6999 Supplies, Service	Base	0.00	0.00	317,588.00	317,588.00	317,588.00	952,764.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	38,574.00	36,277.00	4,250.00	4,250.00	4,250.00	12,750.00
5000-5999: Services And Other Operating Expenditures	Other	2,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	5,600.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	20,678.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	11,453.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
6000-6999: Capital Outlay	Base	0.00	0.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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