Introduction:

LEA: Escalon USD   **Contact (Name, Title, Email, Phone Number):** Joel Johannsen, Asst. Superintendent, jjohannsen@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
The LCAP planning process began in January of 2015. A comprehensive needs analysis was conducted by the district LCAP planning team which iss 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. At this same time a parent LCAP survey was administered which was aligned with the eight LCAP priority areas and also	Stakeholders' input on the LCAP impacted the design of the LCAP in the following priority clusters. Conditions of Learning (priorities 1, 2, and 7) 1. Continue to maintain our schools 2. Provide professional development for all teachers and paraprofessionals 3. Increase library access for students

requested feedback on specific areas of curricular focus (e.g. access to technology, access to libraries, foreign language course availability). Once compiled this information was posted on the EUSD website. Additionally, all students in grades 4-11 were also given a survey aligned with the eight LCAP priority areas. On March 11th and 12th "Town Hall" meetings were held and all stakeholders (parents, students, community members and EUTA 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 2014-15 LCAP, and to provide input for the 2015-16 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 four 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 2015-16 LCAP. A special board workshop was held on March 31st 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 2015-16 LCAP.

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 40 people participated in the "Town Hall meetings, 170 parents completed the parent LCAP survey and over 1000 students completed the LCAP survey. On May 27th 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 16, 2015. The district's LCAP and budget were formally adopted at a regularly scheduled board meeting on June 18. Both the district's budget and LCAP were forwarded to the San Joaquin Office of Education within the five day post adoption window.

4. Increase support for elective/enrichment classes
5. Keep class sizes small

Pupil Outcomes (priorities 4 and 8)

1. Increase student access and use of technology
2. Increase thematic and cultural activities at all elementary schools
3. Add additional Spanish classes at EHS
4. Increase AP teacher prep
5. Increase tutoring/support for struggling students
6. Ensure that homework in meaningful
7. Provide math intervention

Engagement

1. Improve parent access to student information
2. Implement more varied methods for communicating with students
3. "Pump up" promotion of parent/school events/activities

Annual Update:

The LCAP annual update process began in August of 2014 at EUSD's annual Leadership retreat. The 2014-15 LCAP was thoroughly reviewed and formed the backbone of our district's goals for the 2014-15 school year. Throughout the fall these goals and progress on these goals were regularly reviewed at District Leadership meetings. Site administration reviewed the 2014-15 LCAP and district goals with various parent groups (SSC, ELAC, PTC) throughout the year as well as providing these groups regular progress updates. At the January 13th Governing Board meeting a formal 2014-15 LCAP update was presented to the board with opportunity for commentary and feedback. Another update was provided to the board at the March 17th board meeting as well as a review of the timeline for the current year's LCAP. 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. Stakeholder commentary regarding the 2014-15 LCAP update was posted to the district's website.

Annual Update:

Stakeholder feedback on the 2014-15 LCAP update was incorporated into the 2015-16 LCAP as follows -

1. As the K-12 CCSS math adoption is complete stakeholder feedback was concerned with ensuring the teacher's received proper PD in utilizing the new materials.

2. While the collaboration and CCSS PD provided to all instructional staff was viewed as a positive, concerns were raised regarding having the primary grades receiving PD so early in the school year. This concern focused on the fact that primary students need a longer time to acclimate to the school routine than upper elementary students. In this sense, scheduling PD for instructional staff will be structured so that the first round of primary staff PD will be scheduled after secondary and upper elementary have completed their first round.

3. Using Instructional Rounds as a means of gather data on district essential practices and CCSS aligned instructional strategies was seen as positive and needs to continue.

4. The addition of two computer tech positions was much appreciated and feedback reflected faster response times and more consistent student use of technology. But this was viewed as a solid starting point which needed to continue.

5. CTE/Job Shadow was good but needs to be expanded.

6. Increased Tier 1 RTI interventions were having impact, but additional support is needed especially for struggling students.

7. Parent outreach efforts had improved as well as school to home communication. Focus on utilizing more varied methods for communicating with stakeholders was recommended.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Provide the necessary resources and staffing to make all students Career and College Ready	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Identified Needs – 2015-16 1. FIT data indicate that the status of the district's facilities are overall ranked good, and after stakeholder review it was recommended that the district allocate additional funds for deferred maintenance and facilities personnel to maintain or improve this ranking level. 2. As indicated through maintenance records and the average age of the district's bus fleet stakeholder's felt that $50,000 will be allocate towards the purchase of a new bus and this allocation is expected to be continued over the next few years. 3. Based on community/stakeholder input it was determined that the libraries in our three rural schools (Collegeville, Farmington, & Van Allen) needed additional library hours for students who have limited or no computer access at home. 4. Based on community/stakeholder input it was determined that additional resources needed to be allocated to the music program at all sites. 5. Based on stakeholder feedback it was determined that additional staffing was required to decrease class sizes at the elementary, middle school and high school levels.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Year 1 2015-16 1. 127 out of 128 teachers were appropriately assigned and credentialed teachers based on SARC data and the district expects to maintain this level. 2. Based on the annual instructional materials resolution all students had access to standards aligned materials and the district expects to maintain this level. 3. 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. 4. 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. 5. 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. 6. 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. 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. 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 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Adoption of new mathematics curriculum K – 12	All	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Training for new adoptions 1000-1999: Certificated Personnel Salaries Base $10,000
2. PD for all teachers on CCSS and Differentiating Instruction and PD for instructional aides focusing on CCSS	Districtwide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners	PD for teachers 1000-1999: Certificated Personnel Salaries Base $4,000 PD for teachers 3000-3999: Employee Benefits Base $560

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PD for teachers 1000-1999: Certificated Personnel Salaries Supplemental $10,000
			PD for aides 2000-2999: Classified Personnel Salaries Supplemental $5,000
			PD for teachers and aides 3000-3999: Employee Benefits Supplemental $3,000
			PD for teachers and aides 4000-4999: Books And Supplies Supplemental $500
			PD for teachers and aides 5000-5999: Services And Other Operating Expenditures Supplemental $7,500
3. Develop and implement data collection procedures to monitor implementation of CCSS and Differentiation strategies	All	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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 1000-1999: Certificated Personnel Salaries Base $15,000
4. Survey teachers and students for tech skills proficiency	All	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
5. Provide sites with adequate resources for necessary materials and supplies	All	_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide sites with adequate resources for necessary materials and supplies 4000-4999: Books And Supplies Supplemental $75,000
6. Install Wireless Access Points in every classroom	All	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾	Install Wireless Access Points in every classroom 4000-4999:

		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Books And Supplies Base $15,000
7. Upgrade all staff and student computers at Dent Elementary	Dent Elementary	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Upgrade all staff and student computers at Dent Eleentary 4000-4999: Books And Supplies Base $70,000
8. Review of CCSS ELA curriculum for grades 6 – 8	El Portal	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Review CCSS ELA curriculum grades 6-8 for adoption in the 2017-18 school year; no cost this year
9. Maintain current levels of staffing, instructional materials and contracted services to support student learning - base/supplemental	All	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain current levels of staffing, instructional materials and contracted services to support student learning - base 1000-1999: Certificated Personnel Salaries Base $8,603,332
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - base 2000-2999: Classified Personnel Salaries Base $1,388,543
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - base 3000-3999: Employee Benefits Base $2,695,183
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - base 4000-4999: Books And Supplies Base $612,190
			Maintain current levels of staffing, instructional materials and

			contracted services to support student learning - base 5000-5999: Services And Other Operating Expenditures Base 192,714
10. Hire 1.0 FTE Groundskeeper	All	X All ------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Hire 1.0 FTE Groundskeeper 2000-2999: Classified Personnel Salaries Base $42,350 Hire 1.0 FTE Groundskeeper 3000-3999: Employee Benefits Base $12,650
11. Allocate $50,000 to Deferred Maintenance - object code 8091	All	X All ------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Allocate $50,000 to Deferred Maintenance- object code 8091 Base $50,000
12. PD for Paraprofessionals in CCSS and ELD	All	_ All ------ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PD for Paraprofessionals in CCSS and ELD 2000-2999: Classified Personnel Salaries Supplemental $10,000 PD for Paraprofessionals in CCSS and ELD 3000-3999: Employee Benefits Supplemental $2,500
13. Set aside $50,000 to cover 1/3 cost of bus	All	X All ------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Set aside $50,000 to cover 1/3 cost of bus - Object code 7619 Base $50,000

14. PD for teachers focused embedding ELD in content areas, CCSS math and technology	All	_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PD for teachers focused embedding ELD in content areas, CCSS math and tech integration 1000-1999: Certificated Personnel Salaries Supplemental $50,000
			PD for teachers focused embedding ELD in content areas, CCSS math and tech integration 3000-3999: Employee Benefits Supplemental $4,500
			PD for teachers focused embedding ELD in content areas, CCSS math and tech integration 4000-4999: Books And Supplies Supplemental $500
			PD for teachers focused embedding ELD in content areas, CCSS math and tech integration 5000-5999: Services And Other Operating Expenditures Supplemental $7500
15. Increase library aide time by 2 hours for to Library aides at Van Allen, Collegeville and Farmington to increase library and computer access for unduplicated students with limited access to technology, the internet and other learning resources	Collegeville, Farmington and Van Allen Elementary Schools	_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Increase library aide time by 2 hours for to Library aides at Van Allen, Collegeville and Farmington to increase library and computer access for unduplicated students with limited access to technology, the internet and other learning resources 2000-2999: Classified Personnel Salaries Supplemental $11,165
			Increase library aide time by 2 hours for to Library aides at Van Allen, Collegeville and Farmington to increase library and computer access for unduplicated students with limited access to technology, the internet and other learning resources 3000-3999: Employee Benefits Supplemental $3,335
16. Add 1 FTE Elementary teacher - Site TBD	All	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Add 1 FTE Elementary teacher - Site TBD 1000-1999: Certificated Personnel Salaries Base $64,875
			Add 1 FTE Elementary teacher - Site TBD 3000-3999: Employee Benefits Base $10125
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	El Portal and Escalon High School	_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent	Hire MS and HS teachers 1000-1999: Certificated Personnel Salaries Supplemental $71,775
			Hire MS and HS teachers 3000-3999: Employee Benefits Supplemental $10,725

		English proficient _ Other Subgroups: (Specify)	
18. Maintain current levels of staffing, instructional materials and contracted services to support student learning - other	All	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain current levels of staffing, instructional materials and contracted services to support student learning - other 1000-1999: Certificated Personnel Salaries Other $1,885,459
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - other 2000-2999: Classified Personnel Salaries Other $663,985
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - other 3000-3999: Employee Benefits Other $605,656
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - other 4000-4999: Books And Supplies Other $569,081
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - other 5000-5999: Services And Other Operating Expenditures Other $308,057
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - other 6000-6999: Capital Outlay Other $12,720

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	Year 2 – 2016-17 1. Based on SARC data the district expects to have 100% of its teachers fully credential and expects to maintain this level. 2. Based on the annual instructional materials resolution all students had access to standards aligned materials and the district expects to maintain this level. 3. 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 improve this ranking level and all sites will have a minimum ranking of Good overall. 4. 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. 5. 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. 6. 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 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Adoption of new mathematics curriculum K – 12	All	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Training for new adoptions 1000-1999: Certificated Personnel Salaries Base $10,000
2. PD for all teachers on CCSS and Differentiating Instruction and PD for instructional aides focusing on CCSS	Districtwide	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth	PD for teachers 1000-1999: Certificated Personnel Salaries Base $4,000 PD for teachers 3000-3999: Employee Benefits Base $560 PD for teachers 1000-1999: Certificated Personnel Salaries

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental $10,000
			PD for aides 2000-2999: Classified Personnel Salaries Supplemental $5,000
			PD for teachers and aides 3000-3999: Employee Benefits Supplemental $3,000
			PD for teachers and aides 4000-4999: Books And Supplies Supplemental $500
			PD for teachers and aides 5000-5999: Services And Other Operating Expenditures Supplemental $7500
3. Develop and implement data collection procedures to monitor implementation of CCSS and Differentiation strategies	All	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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 1000-1999: Certificated Personnel Salaries Base $15,000
4. Survey teachers and students for tech skills proficiency	All	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
5. Provide sites with adequate resources for necessary materials and supplies	All	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide sites with adequate resources for necessary materials and supplies 4000-4999: Books And Supplies Supplemental $75,000
6. Relocate wireless access points and install new cabling in all classrooms	All	X All _ _ _ _ _ _ _ _ _ _ _ _ OR:	Complete installation 5000-5999: Services And Other Operating Expenditures Other $141,545

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7. Upgrade all staff and student computers at Escalon High	Escalon High	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Upgrade all staff and student computers at EHS 4000-4999: Books And Supplies Base $70,000
8. Adoption of CCSS ELA curriculum for grades 6 – 8	El Portal	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Review CCSS ELA curriculum grades 6-8 for adoption in 17-18; no cost this year
9. Maintain current levels of staffing, instructional materials and contracted services to support student learning - base/supplemental	All	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain current levels of staffing, instructional materials and contracted services to support student learning - base 1000-1999: Certificated Personnel Salaries Base $8,603,332 Maintain current levels of staffing, instructional materials and contracted services to support student learning - base 2000-2999: Classified Personnel Salaries Base $1,388,543 Maintain current levels of staffing, instructional materials and contracted services to support student learning - base 3000-3999: Employee Benefits Base $2,695,183 Maintain current levels of staffing, instructional materials and contracted services to support student learning - base 4000-4999: Books And Supplies Base $612,190 Maintain current levels of staffing, instructional materials and contracted services to support student learning - base 5000-

			5999: Services And Other Operating Expenditures Base $192,714
10. Maintain 1.0 FTE Groundskeeper	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain 1.0 FTE Groundskeeper 2000-2999: Classified Personnel Salaries Base $42,350 Maintain 1.0 FTE Groundskeeper 3000-3999: Employee Benefits Base $12,650
11. Allocate $50,000 to Deferred Maintenance- object code 8091	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Allocate $50,000 to Deferred Maintenance- object code 8091 Base $50,000
12. PD for Paraprofessionals in CCSS and ELD	All	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PD for Paraprofessionals in CCSS and ELD 2000-2999: Classified Personnel Salaries Supplemental $10,000 PD for Paraprofessionals in CCSS and ELD 3000-3999: Employee Benefits Supplemental $2,500
13. Set aside $50,000 to cover 1/3 cost of bus	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Set aside $50,000 to cover 1/3 cost of bus - Object code 7619 Base $50,000

14. PD for teachers focused embedding ELD in content areas, CCSS math and technology	All	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PD for teachers focused embedding ELD in content areas, CCSS math and tech integration 1000-1999: Certificated Personnel Salaries Supplemental $50,000
			PD for teachers focused embedding ELD in content areas, CCSS math and tech integration 3000-3999: Employee Benefits Supplemental $4,500
			PD for teachers focused embedding ELD in content areas, CCSS math and tech integration 4000-4999: Books And Supplies Supplemental $500
			PD for teachers focused embedding ELD in content areas, CCSS math and tech integration 5000-5999: Services And Other Operating Expenditures Supplemental $7,500
15. Maintain library aide time increase by 2 hours for to Library aides at Van Allen, Collegeville and Farmington to increase library and computer access for unduplicated students with limited access to technology, the internet and other learning resources	Collegeville, Farmington and Van Allen Elementary Schools	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	maintain library aide time increase by 2 hours for to Library aides at Van Allen, Collegeville and Farmington to increase library and computer access for unduplicated students with limited access to technology, the internet and other learning resources 2000-2999: Classified Personnel Salaries Supplemental $11,165
			Increase library aide time by 2 hours for to Library aides at Van Allen, Collegeville and Farmington to increase library and computer access for unduplicated students with limited access to technology, the internet and other learning resources 3000-3999: Employee Benefits Supplemental $3,335
16. Maintain 1 FTE Elementary teacher - Site TBD	All	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain 1 FTE Elementary teacher - Site TBD 1000-1999: Certificated Personnel Salaries Base $64,875
			Add 1 FTE Elementary teacher - Site TBD 3000-3999: Employee Benefits Base $10,125
17. Maintain.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	El Portal and Escalon High School	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient	Maintain MS and HS teachers 1000-1999: Certificated Personnel Salaries Supplemental $71,775
			Hire MS and HS teachers 3000-3999: Employee Benefits Supplemental $10,725

		_ Other Subgroups: (Specify)	
18. Maintain current levels of staffing, instructional materials and contracted services to support student learning - other	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain current levels of staffing, instructional materials and contracted services to support student learning - other 1000-1999: Certificated Personnel Salaries Other $1,885,459
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - other 2000-2999: Classified Personnel Salaries Other $663,985
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - other 3000-3999: Employee Benefits Other $605,656
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - other 4000-4999: Books And Supplies Other $569,081
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - other 5000-5999: Services And Other Operating Expenditures Other $308,057
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - other 6000-6999: Capital Outlay Other $12,720

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	2017-18 1. Based on SARC data the district expects to have 100% of its teachers fully credential and expects to maintain this level. 2. Based on the annual instructional materials resolution all students had access to standards aligned materials and the district expects to maintain this level. 3. 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 improve this ranking level and all sites will have a minimum ranking of Good overall. 4. Collected data from Instructional Rounds will monitor CCSS implementation for all students and continued data collection through Instructional Rounds will reflect an improvement over the baseline from previous year. 5. 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. 6. 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 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. PD for all teachers on CCSS and Differentiating Instruction and PD for instructional aides focusing on CCSS	Districtwide	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PD for teachers 1000-1999: Certificated Personnel Salaries Base $4,000
			PD for teachers 3000-3999: Employee Benefits Base $560
			PD for teachers 1000-1999: Certificated Personnel Salaries Supplemental $10,000
			PD for aides 2000-2999: Classified Personnel Salaries Supplemental $5,000
			PD for teachers and aides 3000-3999: Employee Benefits Supplemental $3,000
			PD for teachers and aides 4000-4999: Books And Supplies Supplemental $500
			PD for teachers and aides 5000-5999: Services And Other Operating Expenditures Supplemental $7,500

2. Develop and implement data collection procedures to monitor implementation of CCSS and Differentiation strategies	All	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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 1000-1999: Certificated Personnel Salaries Base $15,000
3. Survey teachers and students for tech skills proficiency	All	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
4. Provide sites with adequate resources for necessary materials and supplies	All	_ All _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide sites with adequate resources for necessary materials and supplies 4000-4999: Books And Supplies Supplemental $75,000
5. Upgrade all staff and student computers at El Portal	El Portal	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Upgrade all staff and student computers at El Portal 4000-4999: Books And Supplies Base $70,000
6. Purchase of CCSS ELA curriculum for grades 6 – 8	El Portal	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils	Purchase CCSS ELA curriculum grades 6-8 4000-4999: Books And Supplies Other $120,000

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7. Maintain current levels of staffing, instructional materials and contracted services to support student learning - Base/Supplemental	All	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain current levels of staffing, instructional materials and contracted services to support student learning - Base 1000-1999: Certificated Personnel Salaries Base $8,603,332
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - Base 2000-2999: Classified Personnel Salaries Base $1,388,543
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - Base 3000-3999: Employee Benefits Base $2,695,183
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - Base 4000-4999: Books And Supplies Base $612,190
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - Base 5000-5999: Services And Other Operating Expenditures Base $192,714
8. Maintain 1.0 FTE Groundskeeper	All	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain 1.0 FTE Groundskeeper 2000-2999: Classified Personnel Salaries Base $42,350
			3000-3999: Employee Benefits Base $12,650
9. Allocate $50,000 to Deferred Maintenance- object code 8091	All	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Allocate $50,000 to Deferred Maintenance- object code 8091 Base $50,000

10. PD for Paraprofessionals in CCSS and ELD	All	_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PD for Paraprofessionals in CCSS and ELD 2000-2999: Classified Personnel Salaries Supplemental $10,000 PD for Paraprofessionals in CCSS and ELD 3000-3999: Employee Benefits Supplemental $2,500
11. Set aside $50,000 to cover 1/3 cost of bus	All	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Set aside $50,000 to cover 1/3 cost of bus - Object code 7619 6000-6999: Capital Outlay Base $50,000
12. PD for teachers focused embedding ELD in content areas, CCSS math and technology	All	_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PD for teachers focused embedding ELD in content areas, CCSS math and tech integration 1000-1999: Certificated Personnel Salaries Supplemental $50,000 PD for teachers focused embedding ELD in content areas, CCSS math and tech integration 3000-3999: Employee Benefits Supplemental $4,500 PD for teachers focused embedding ELD in content areas, CCSS math and tech integration 4000-4999: Books And Supplies Supplemental $500 PD for teachers focused embedding ELD in content areas, CCSS math and tech integration 5000-5999: Services And Other Operating Expenditures Supplemental $7,500
13. Maintain increase in library aide time by 2 hours for to Library aides at Van Allen, Collegeville and Farmington to increase library and computer access for unduplicated students with limited access to technology, the internet and other learning resources	Collegeville, Farmington and Van Allen Elementary Schools	_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain increase in library aide time by 2 hours for to Library aides at Van Allen, Collegeville and Farmington to increase library and computer access for unduplicated students with limited access to technology, the internet and other learning resources 2000-2999: Classified Personnel Salaries Supplemental $11,165 Increase library aide time by 2 hours for to Library aides at Van Allen, Collegeville and Farmington to increase library and

			computer access for unduplicated students with limited access to technology, the internet and other learning resources 3000-3999: Employee Benefits Supplemental $3,335
14. Maintain 1 FTE Elementary teacher - Site TBD	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain 1 FTE Elementary teacher - Site TBD 1000-1999: Certificated Personnel Salaries Base $64,875
			Add 1 FTE Elementary teacher - Site TBD 3000-3999: Employee Benefits Base $10125
15. Maintain.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	El Portal and Escalon High School	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain MS and HS teachers 1000-1999: Certificated Personnel Salaries Supplemental $71,775
			Hire MS and HS teachers 3000-3999: Employee Benefits Supplemental $10,725
16. Maintain current levels of staffing, instructional materials and contracted services to support student learning - Other	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain current levels of staffing, instructional materials and contracted services to support student learning - Other 1000-1999: Certificated Personnel Salaries Other $1,885,459
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - Other 2000-2999: Classified Personnel Salaries Other $663,985
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - Other 3000-3999: Employee Benefits Other $605,656
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - Other 4000-4999: Books And Supplies Other $569,081
			Maintain current levels of staffing, instructional materials and contracted services to support student learning - Other 5000-5999: Services And Other Operating Expenditures Other $308,057
			Maintain current levels of staffing, instructional materials and

			contracted services to support student learning - Other 6000-6999: Capital Outlay Other $12,720

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

GOAL 2:	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 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Identified Needs – 2015-16 1. Data collected through parent/student surveys and stakeholder input supported more challenging technology training for students 2. Stakeholder input indicated the need for elementary schools to expand enrichment and cultural programs K-5 3. Parent surveys and stakeholder feedback indicated a need for regular training for teachers teaching Advanced Placement course 4. Parent surveys and stakeholder feedback indicated a need for increased access to Spanish courses at Escalon High; in particular to increase course access for ELs and RFEPs seeking proficiency in Spanish 5. Stakeholder input indicated a need for additional clerical support in the EHS counseling office to better monitor EL, RFEP and student's academic progress 6. Stakeholder input indicated a need for additional; credit recovery options at EHS 7. Stakeholders expressed concern regarding the current homework policy and felt it should be more relevant and focused and not just "busy work" and felt the EUSD homework policy needs to be reviewed and revised

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

| Expected Annual Measurable Outcomes: | Year 1 - 2015-16
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 542% - grade 5; 61% - grade 8; and 60% - grade 10. The district expects to maintain of 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 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 participatein 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. |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Create CTE pathway in Ag Science and Business/Technology	Escalon High	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth	Hire Information technology teacher and implement one or both pathways and purchase necessary materials and supplies 1000-1999: Certificated Personnel Salaries Base $64,875 Hire Information technology teacher and implement one or

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	both pathways and purchase necessary materials and supplies 3000-3999: Employee Benefits Base $10,125 Materials and supplies for courses 4000-4999: Books And Supplies Other $25,000
2. Monitor student/staff participation in internships/externships, job shadows, and certification programs	Escalon High	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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 Supplies Base $1,000
3. Identify and implement CCSS aligned formative, interim and summative assessment	All	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue use of assessment application 5000-5999: Services And Other Operating Expenditures Base $10,000
4. Increase student use of technology	All	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
5. Expand thematic and cultural activities at K-5	Farmington, Collegeville, Dent and Van Allen	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Thematic and cultural activities will be supported through site based budgets and parent club donations - funding amounts are for all four schools 4000-4999: Books And Supplies Other $2000 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

		(Specify)	Operating Expenditures Other $2000
6. Provide AP specific traiing for AP teachers	Escalon High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide AP specific traiing for AP teachers 5000-5999: Services And Other Operating Expenditures Base $5,000
7. Add an additional 1.0 FTE Spanish teacher to increase access to Spanish classes for native Spanish speaking students	Escalon High	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Hire Spanish teacher 1000-1999: Certificated Personnel Salaries Supplemental $64,875 Hire Spanish teacher 3000-3999: Employee Benefits Supplemental $10,125
8. Provide clerical support for EHS counselors to better monitor underperforming EL students academic progress	Escalon High	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6 Hr clerical support position for EHS Counseling Dept. 2000-2999: Classified Personnel Salaries Supplemental $22,260 6 Hr clerical support position for EHS Counseling Dept. 3000-3999: Employee Benefits Supplemental $5,740
9. Provide online credit recovery option for credit deficient students	Escalon High	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Contract with Odysseyware 5000-5999: Services And Other Operating Expenditures Supplemental $7,500

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.	All	X All ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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)
11. Review and revise as appropriate EUSD homework policy	All	X All ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Review and revise as appropriate EUSD homework policy 1000-1999: Certificated Personnel Salaries Base $2,165 Review and revise as appropriate EUSD homework policy 3000-3999: Employee Benefits Base $335 Review and revise as appropriate EUSD homework policy 4000-4999: Books And Supplies Base $500

LCAP Year 2: 2016-17

| Expected Annual Measurable Outcomes: | Year 2 - 2016-17
1. Student in Grades 3-8 and grade 11 districtwide will show improvement in the CAASPP ELA and Math scores over the 2015-16 schoolyear.
2. The district API will improve over prior year (2015-16) ranking.
3. In 2013-14 (baseline year) districtwide CAASPP CST scores in science were 542% - grade 5; 61% - grade 8; and 60% - grade 10. The district expects to maintain or increase these proficiency rates.
4. In the district will maintain or increase the percentage of graduating students completing the UC/CSU requirements as compared to 2015-16.
5. In 2013-14 (baseline year) 94.9% graduated from EUSD and the district expects to maintain this graduation rate in the school year 2016-17.
6. In the 2013-14 school year (baseline 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 in the school year 2016-17. 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 < 5 yr cohort. The district plans on meeting the percentage rates for AMAO 2 in the 2015-16 school year and in the school year 2016-17.
7. The district EL reclassification rate was 13.5% in 2013-14 (baseline year) and the district plans on maintaining or improving EL reclassification rates in 2015-16 and in the school year 2016-17.
8. 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. 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.
9. The 2014-15 CAASPP established the baseline year for EAP rates and the district will increase EAP rates over the 2015-16 school year.
10. 2016-17 District CAHSEE scores will be maintained or improved these over the 2015-16.
11. The 2013-14 school year established a baseline for CTE participation with 50% of all students participating in CTE courses and 39% of 76% of the participants were designated as CTE concentrators. The district will maintain or increase this level of participation in 2016-17..
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 in these events in 2016-17.
14. 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.
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 in the school year 2016-17.
16. 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.
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
1. Full implementation of both CTE pathways: Ag Science and Business/Technology	Escalon High	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Maintain Information technology teacher and implement both pathways and purchase necessary materials and supplies 1000-1999: Certificated Personnel Salaries Base $64,875 Maintain Information technology teacher and implement both pathways and purchase necessary materials and supplies 3000-3999: Employee Benefits Base $10,125

		English proficient _ Other Subgroups: (Specify)	Materials and supplies for courses 4000-4999: Books And Supplies Other $5,000
2. Monitor student/staff participation in internships/externships, job shadows, and certification programs	Escalon High	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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 Supplies Base $1,000
3. Identify and implement CCSS aligned formative, interim and summative assessment	All	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue use of assessment application 5000-5999: Services And Other Operating Expenditures Base $10,000
4. Increase student use of technology	All	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to 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
5. Maintain expansion of thematic and cultural activities at K-5	Farmington, Collegeville, Dent and Van Allen	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Thematic and cultural activities will be supported through site based budgets and parent club donations - funding amounts are for all four schools 4000-4999: Books And Supplies Other $2000 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

		(Specify)	
6. Provide AP specific training for AP teachers	Escalon High	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide AP specific traiing for AP teachers 5000-5999: Services And Other Operating Expenditures Base $5,000
7. Maintain additional 1.0 FTE Spanish teacher to increase access to Spanish classes for native Spanish speaking students	Escalon High	_ All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain 1.0 FTE Spanish teacher position 1000-1999: Certificated Personnel Salaries Supplemental $64,875 Maintain 1.0 FTE Spanish teacher position 3000-3999: Employee Benefits Supplemental $10,125
8. Maintain clerical support for EHS counselors to better monitor underperforming EL students academic progress	Escalon High	_ All _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain 6 Hr clerical support position for EHS Counseling Dept. 2000-2999: Classified Personnel Salaries Supplemental $22,260 6 Hr clerical support position for EHS Counseling Dept. 3000-3999: Employee Benefits Supplemental $5,740
9. Maintain online credit recovery option for credit deficient students	Escalon High	_ All _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Contract with Odysseyware 5000-5999: Services And Other Operating Expenditures Supplemental $7,500

| 10. Maintain data collection procedures to compare to prior year data regarding use of informational text, close reading and expository writing at all grade levels and content areas. | All | X All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | 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) |

LCAP Year 3: 2017-18

| Expected Annual Measurable Outcomes: | Year 3 - 2017-18
1. Students in Grades 3-8 and grade 11 districtwide will show improvement in the CAASPP ELA and Math scores over the 2016-17 schoolyear.
2. The district API will improve over prior year (2016-17) ranking.
3. In 2013-14 (baseline year) districtwide CAASPP CST scores in science were 542% - grade 5; 61% - grade 8; and 60% - grade 10. The district expects to maintain of increase these proficiency rates..
4. In the district will maintain or increase the percentage of graduating students completing the UC/CSU requirements as compared to 2016-17.
5. In 2013-14 94.9% (baseline year) graduated from EUSD and the district expects to maintain this graduation rate in the school year 2017-18.
6. In the 2013-14 school year (baseline 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 in the school year 2017-18. 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 < 5 yr cohort. The district plans on meeting the percentage rates for AMAO 2 in the 2016-17 school year and in the school year 2017-18.
7. The district EL reclassification rate was 13.5% in 2013-14 (baseline year) and the district plans on maintaining or improving EL reclassification rates in 2016-17 and in the school year 2017-18.
8. 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. 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.
9. The 2014-15 CAASPP established the baseline year for EAP rates and the district will increase EAP rates over the 2016-17 school year.
10. 2017-18 District CAHSEE scores will be maintained or improved these over the 2016-17.
11. The 2013-14 school year established a baseline for CTE participation with 50 % of all students participating in CTE courses and 39% of 76% of the participants were designated as CTE concentrators. The district will maintain or increase this level of participation in 2017-18..
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 in these events in 201-18.
14. 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 2017-18.
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 2016-17. The district plans on maintaining this level of VAPA offerings in the school year 2017-18.
16. 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.
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 2017-18. |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain CTE pathway in Ag Science and Business/Technology	Escalon High	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth	Maintain both CTE (Ag Science and Business/Technology) pathways 1000-1999: Certificated Personnel Salaries Base $64,875 Maintain both CTE (Ag Science and Business/Technology) pathways 3000-3999: Employee Benefits Base $10,125

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain both CTE (Ag Science and Business/Technology) pathways 4000-4999: Books And Supplies Other $5,000
2. Monitor student/staff participation in internships/externships, job shadows, and certification programs	Escalon High	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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 Supplies Base $1,000
3. Identify and implement CCSS aligned formative, interim and summative assessment	All	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue use of assessment application 5000-5999: Services And Other Operating Expenditures Base $10,000
4. Continue increase in student use of technology	All	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to 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
5. Maintain expansion of thematic and cultural activities at K-5	Farmington, Collegeville, Dent and Van Allen	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Thematic and cultural activities will be supported through site based budgets and parent club donations - funding amounts are for all four schools 4000-4999: Books And Supplies Other $2000 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

		(Specify)	Operating Expenditures Other $2000
6. Provide AP specific traiing for AP teachers	Escalon High	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide AP specific traiing for AP teachers 5000-5999: Services And Other Operating Expenditures Base $5,000
7. Maintain an additional 1.0 FTE Spanish teacher to increase access to Spanish classes for native Spanish speaking students	Escalon High	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain 1.0 FTE Spanish teacher position 1000-1999: Certificated Personnel Salaries Supplemental $64,875 Maintain 1.0 FTE Spanish teacher position 3000-3999: Employee Benefits Supplemental $10,125
8. Maintain clerical support for EHS counselors to better monitor underperforming EL students academic progress	Escalon High	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain 6 Hr clerical support position for EHS Counseling Dept. 2000-2999: Classified Personnel Salaries Supplemental $22,260 6 Hr clerical support position for EHS Counseling Dept. 3000-3999: Employee Benefits Supplemental $5,740
9. Maintain online credit recovery option for credit deficient students	Escalon High	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain contract with Odysseyware 5000-5999: Services And Other Operating Expenditures Supplemental $7,500

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

GOAL 3:	Accelerate the growth of our under-performing subgroups in all academic areas	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify
Identified Need :	Identified Needs – For 2015-16 1. Stakeholder input indicated a need for Increased core academic support for EL at Escalon High 2. Parent surveys and stakeholder input indicated the need for additional academic support outside of the regular school day for students k-5. 3. Stakeholder input indicated the need for math intervention and, in particular the middle school and Farmington Elementary. 4. Review of speech caseloads indicated an increased need for SLT support.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	Low Income pupils, English Learners, Foster Youth and Special Ed. pupils

LCAP Year 1: 2015-16

| Expected Annual Measurable Outcomes: | Year 1 - 2015-16
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 542% - grade 5; 61% - grade 8; and 60% - grade 10. The district expects to maintain of 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 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 participatein 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. |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain supplemental teacher to provide targeted support at Collegeville and Farmington Elementary	Collegeville and Farmington Elementary	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent	Ongoing contract 1000-1999: Certificated Personnel Salaries Supplemental $44,526 Ongoing contract 3000-3999: Employee Benefits Supplemental $14,188

		English proficient _ Other Subgroups: (Specify)	
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	El Portal and Escalon High	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Ongoing contract 1000-1999: Certificated Personnel Salaries Supplemental $57,334 Ongoing contract 3000-3999: Employee Benefits Supplemental $16,693
3. Standardize ELD delivery K-5 and develop systematic monitoring system for EL	All	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Ongoing materials support for ELD units 4000-4999: Books And Supplies Supplemental $6,000
4. Increase Tier I interventions in grades 1-5	Collegeville, Dent, Farmington, and Van Allen Elementary	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain utilization of Para Educators 2000-2999: Classified Personnel Salaries Supplemental $54,801 Maintain utilization of Para Educators 3000-3999: Employee Benefits Supplemental $8,512 Maintain utilization of Para Educators 2000-2999: Classified Personnel Salaries Other $68,453 Maintain utilization of Para Educators 3000-3999: Employee Benefits Other $9,328
5. Develop or purchase Language Acquisition Benchmarks	All	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Implement Language Acquisition benchmarks 5000-5999: Services And Other Operating Expenditures Supplemental $7,500

6. Provide core academic support for ELs grades 6-12	El Portal and Escalon High	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Hire 2.75 hr. aide at El Portal and 6 hr. aide at EHS 2000-2999: Classified Personnel Salaries Supplemental $32,595 Hire 2.75 hr. aide at El Portal and 6 hr. aide at EHS 3000-3999: Employee Benefits Supplemental $8,405
7. Provide before and after school tutoring for underperforming students grade K - 5	Collegeville, Dent, Farmington, and Van Allen Elementary	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide before and after school tutoring for underperforming students grade K - 5 1000-1999: Certificated Personnel Salaries Supplemental $30,275 Provide before and after school tutoring for underperforming students grade K - 5 3000-3999: Employee Benefits Supplemental $4,725
8. Provide Math Intervention	El Portal Middle and Farmington Elementary	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide Math Intervention 5000-5999: Services And Other Operating Expenditures Supplemental $70,000
9. Increase Speech support services	All	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education Speech pupils	Add an additional .15 FTE SLP 1000-1999: Certificated Personnel Salaries Base $12,975 Add an additional .15 FTE SLP 3000-3999: Employee Benefits Base $2,025

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Year 2 - 2016-17
	1. Student in Grades 3-8 and grade 11 districtwide will show improvement in the CAASPP ELA and Math scores over the 2015-16 schoolyear.
	2. The district API will improve over prior year (2015-16) ranking.
	3. In 2013-14 (baseline year) districtwide CAASPP CST scores in science were 542% - grade 5; 61% - grade 8; and 60% - grade 10. The district expects to maintain or increase these proficiency rates.
	4. In the district will maintain or increase the percentage of graduating students completing the UC/CSU requirements as compared to 2015-16.
	5. In 2013-14 (baseline year) 94.9% graduated from EUSD and the district expects to maintain this graduation rate in the school year 2016-17.
	6. In the 2013-14 school year (baseline 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 in the school year 2016-17. 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 < 5 yr cohort. The district plans on meeting the percentage rates for AMAO 2 in the 2015-16 school year and in the school year 2016-17.
	7. The district EL reclassification rate was 13.5% in 2013-14 (baseline year) and the district plans on maintaining or improving EL reclassification rates in 2015-16 and in the school year 2016-17.
	8. 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. 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.
	9. The 2014-15 CAASPP established the baseline year for EAP rates and the district will increase EAP rates over the 2015-16 school year.
	10. 2016-17 District CAHSEE scores will be maintained or improved these over the 2015-16.
	11. The 2013-14 school year established a baseline for CTE participation with 50% of all students participating in CTE courses and 39% of 76% of the participants were designated as CTE concentrators. The district will maintain or increase this level of participation in 2016-17..
	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 in these events in 2016-17.
	14. 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.
	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 in the school year 2016-17.
	16. 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.
	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
1. Maintain supplemental teacher to provide targeted support at Collegeville and Farmington Elementary	Collegeville and Farmington Elementar	_ All - - - - - - - - - - OR: X Low Income pupils X English Learners X Foster Youth	Ongoing contract 1000-1999: Certificated Personnel Salaries Supplemental $44,526 Ongoing contract 3000-3999: Employee Benefits Supplemental $14,188

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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	El Portal and Escalon High	_ All - - - - - - - - - - OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Ongoing contract 1000-1999: Certificated Personnel Salaries Supplemental $57,334 3000-3999: Employee Benefits Supplemental $16,693
3. Standardize ELD delivery K-5 and develop systematic monitoring system for EL	All	_ All - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Ongoing materials support for ELD units 4000-4999: Books And Supplies Supplemental $6,000
4. Maintain increase in Tier I interventions in grades 1-5	Collegeville, Dent, Farmington, and Van Allen Elementary	_ All - - - - - - - - - - OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain utilization of Para Educators 2000-2999: Classified Personnel Salaries Supplemental $54,801 Maintain utilization of Para Educators 3000-3999: Employee Benefits Supplemental $8,512 Maintain utilization of Para Educators 2000-2999: Classified Personnel Salaries Other $68,453 Maintain utilization of Para Educators 3000-3999: Employee Benefits Other $9,328
5.Utilize Language Acquisition Benchmarks	All	_ All - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient	Utilize Language Acquisition benchmarks 5000-5999: Services And Other Operating Expenditures Supplemental $7,500

		_ Other Subgroups: (Specify)	
6. Maintain core academic support for ELs grades 6-12	El Portal and Escalon High	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain 2.75 hr. aide at El Portal and 6 hr. aide at EHS 2000-2999: Classified Personnel Salaries Supplemental $32,595 Maintain 2.75 hr. aide at El Portal and 6 hr. aide at EHS 3000-3999: Employee Benefits Supplemental $8,405
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7. Maintain before and after school tutoring for underperforming students grade K - 5	Collegeville, Dent, Farmington, and Van Allen Elementary	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain before and after school tutoring for underperforming students grade K - 5 1000-1999: Certificated Personnel Salaries Supplemental $30,275 Maintain before and after school tutoring for underperforming students grade K - 5 3000-3999: Employee Benefits Supplemental $4,725
8. Maintain math Intervention	El Portal Middle and Farmington Elementary	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain math Intervention 5000-5999: Services And Other Operating Expenditures Supplemental $70,000

9. Maintain increase of Speech support services	All	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education Speech pupils	Maintain additional .15 FTE SLP 1000-1999: Certificated Personnel Salaries Base $12,975
			Maintain additional .15 FTE SLP 3000-3999: Employee Benefits Base $2,025

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Year 3 2017-18 1. Student in Grades 3-8 and grade 11 districtwide will show improvement in the CAASPP ELA and Math scores over the 2016-17 schoolyear. 2. The district API will improve over prior year (2016-17) ranking. 3. In 2013-14 (baseline year) districtwide CAASPP CST scores in science were 542% - grade 5; 61% - grade 8; and 60% - grade 10. The district expects to maintain or increase these proficiency rates. 4. In the district will maintain or increase the percentage of graduating students completing the UC/CSU requirements as compared to 2016-17. 5. 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. 6. In the 2013-14 school year (baseline 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 in the school year 2017-18. 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 < 5 yr cohort. The district plans on meeting the percentage rates for AMAO 2 in the school year 2017-18. 7. The district EL reclassification rate was 13.5% in 2013-14 (baseline year) and the district plans on maintaining or improving EL reclassification rates in 2017-18. 8. 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. 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. 9. The 2014-15 CAASPP established the baseline year for EAP rates and the district will increase EAP rates over the 2017-18 school year. 10. 2017-18 District CAHSEE scores will be maintained or improved over the 2016-17. 11. The 2013-14 school year established a baseline for CTE participation with 50% of all students participating in CTE courses and 39% of 76% of the participants were designated as CTE concentrators. The district will maintain or increase this level of participation in 2017-18. 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 in these events in 2017-18. 14. 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 2017-18. 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 2016-17. The district plans on maintaining this level of VAPA offerings in the school year 2017-18. 16. 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. 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 2017-18.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain supplemental teacher to provide targeted support at Collegeville and Farmington Elementary	Collegeville and Farmington Elementar	_ All - - - - - - - - - - OR: X Low Income pupils X English Learners X Foster Youth	Ongoing contract 1000-1999: Certificated Personnel Salaries Supplemental $44,527 Ongoing contract 3000-3999: Employee Benefits Supplemental $14,188

y		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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	El Portal and Escalon High	_ All _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Ongoing contract 1000-1999: Certificated Personnel Salaries Supplemental $57,334 Ongoing contract 3000-3999: Employee Benefits Supplemental $16,693
3. Standardize ELD delivery K-5 and develop systematic monitoring system for EL	All	_ All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Ongoing materials support for ELD units 4000-4999: Books And Supplies Supplemental $6,000
4. Maintain increase in Tier I interventions in grades 1-5	Collegeville, Dent, Farmington, and Van Allen Elementary	_ All _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain utilization of Para Educators 2000-2999: Classified Personnel Salaries Supplemental $54,801 Maintain utilization of Para Educators 3000-3999: Employee Benefits Supplemental $8,512 Maintain utilization of Para Educators 2000-2999: Classified Personnel Salaries Other $68,453 Maintain utilization of Para Educators 3000-3999: Employee Benefits Other $9,328
5. Utilize Language Acquisition Benchmarks	All	_ All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Utilize Language Acquisition benchmarks 5000-5999: Services And Other Operating Expenditures Supplemental 7,500

		(Specify)	
6. Maintain core academic support for Els grades 6-12	El Portal and Escalon High	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain 2.75 hr. aide at El Portal and 6 hr. aide at EHS 2000-2999: Classified Personnel Salaries Supplemental $32,595 Hire 2.75 hr. aide at El Portal and 6 hr. aide at EHS 3000-3999: Employee Benefits Supplemental $8,405
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7. Maintain before and after school tutoring for underperforming students grade K - 5	Collegeville, Dent, Farmington, and Van Allen Elementary	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain before and after school tutoring for underperforming students grade K - 5 1000-1999: Certificated Personnel Salaries Supplemental $30,275 Provide before and after school tutoring for underperforming students grade K - 5 3000-3999: Employee Benefits Supplemental $4,725
8. Maintain Math Intervention	El Portal Middle and Farmington Elementary	_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain Math Intervention 5000-5999: Services And Other Operating Expenditures Supplemental $70,000

9. Maintain increase of Speech support services	All	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education Speech pupils	Maintain additional .15 FTE SLP 1000-1999: Certificated Personnel Salaries Base $12,975
			Add an additional .15 FTE SLP 3000-3999: Employee Benefits Base $2,025

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

GOAL 4:	Enlist all stakeholders to create learning environments that are effective and engaging	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Identified Needs – For year - 2015-16 Stakeholder feedback indicated the following needs - 1. Increased parent access to student information 2. More diverse forms of parent communication methods 3. Increased promotion of parent/school activities/events	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

| Expected Annual Measurable Outcomes: | 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.
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.
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.
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 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 district plans on maintaining or lowering suspension/expulsion and truancy rates.
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. |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain or increase the frequency of parent outreach activities/events from prior year	All	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain or increase the frequency of parent outreach activities/events from prior year - no cost
Continue and/or increase parent ELD program on at least one campus w/child care	All	_ All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue and/or parent ELD program on at least one campus w/child care 1000-1999: Certificated Personnel Salaries Supplemental $4,325
			Continue and/or parent ELD program on at least one campus w/child care 2000-2999: Classified Personnel Salaries Supplemental $1,988
			Continue and/or parent ELD program on at least one campus w/child care 3000-3999: Employee Benefits Supplemental $1,187
			Continue and/or parent ELD program on at least one campus w/child care 4000-4999: Books And Supplies Other $500
Administer parent/student satisfaction metric	All	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Administer parent/student satisfaction metric - no cost
Implement Aeries parent portal	All	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Implement Aeries parent portal 5000-5999: Services And Other Operating Expenditures Base $18,000

		(Specify)	
Increase accuracy of parent cellphone numbers and emails to provide for more SMS and email parent communication	All	X 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 - no cost
Administer California Healthy Kids Survey to grades 5,7, and 9 (Survey done every other year)	All	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Administer survey 4000-4999: Books And Supplies Base $1,000

LCAP Year 2: 2016-17

| Expected Annual Measurable Outcomes: | Year 2 - 2016-17
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 2016-17 school year the district will continue working with each site to maintain or increase the number of parent outreach and involvement activities.
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 2016-17 school year the district will continue to support the sites with their outreach activities for parents of second language learners..
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 2016-17 school year.
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 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 2016-17 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 2016-17 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 2016-17 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 2016-17 school year the district plans on maintaining or lowering suspension/expulsion and truancy rates.
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 2016-17 school year. |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain or increase the frequency of parent outreach activities/events from prior year	All	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain or increase the frequency of parent outreach activities/events from prior year - no cost $0
Continue and/or increase parent ELD program on at least one campus w/child care	All	_ All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue and/or increae parent ELD program on at least one campus w/child care 1000-1999: Certificated Personnel Salaries Supplemental $4,325 Continue and/or parent ELD program on at least one campus w/child care 2000-2999: Classified Personnel Salaries Supplemental $1988 Continue and/or parent ELD program on at least one campus w/child care 3000-3999: Employee Benefits Supplemental $1,187 Continue and/or parent ELD program on at least one campus w/child care 4000-4999: Books And Supplies Other $500
Administer parent/student satisfaction metric	All	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Administer parent/student satisfaction metric - no cost
Maintain Aeries parent portal	All	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils	Maintain Aeries parent portal 5000-5999: Services And Other Operating Expenditures Base $18,000

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain accuracy of parent cellphone numbers and emails to provide for more SMS and email parent communication	All	X All - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain accuracy of parent cellphone numbers and emails to provide for more SMS and email parent communication - no cost

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	Year 3 - 2017-18

Expected Annual Measurable Outcomes:

Year 3 - 2017-18

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 2017-18 school year the district will continue working with each site to maintain or increase the number of parent outreach and involvement activities.
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 2017-18 school year the district will continue to support the sites with their outreach activities for parents of second language learners..
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 2017-18 school year.
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 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 2017-18 school year the district will continue this level of attendance monitoring and ADA rate.
8. For the 2013-14 school year calculated chronic absences were 2.8% district-wide. In the 2017-18 school year the district will reduce the percent of chronically absent students from previous year.
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 2017-18 the district will maintain or decrease the dropout rate.
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	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Maintain or increase the frequency of parent outreach activities/events from prior year	All	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain or increase the frequency of parent outreach activities/events from prior year - no cost
	Coninue and/or increase parent ELD program on at least one campus w/child care	All	_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue and/or increase parent ELD program on at least one campus w/child care 1000-1999: Certificated Personnel Salaries Supplemental $4,325 Continue and/or parent ELD program on at least one campus w/child care 2000-2999: Classified Personnel Salaries Supplemental $1988 Continue and/or parent ELD program on at least one campus w/child care 3000-3999: Employee Benefits Supplemental $1,187 Continue and/or parent ELD program on at least one campus w/child care 4000-4999: Books And Supplies Other $500
	Administer parent/student satisfaction metric	All	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Administer parent/student satisfaction metric - no cost
	Maintain Aeries parent portal	All	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR:	Maintain Aeries parent portal 5000-5999: Services And Other Operating Expenditures Base $18,000

		_ 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	All	X 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 - no cost
Administer California Healthy Kids Survey to grades 5,7, and 9 (Survey done every other year)	All	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Administer survey 4000-4999: Books And Supplies Base $1,000

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 X 2 X 3 _ 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

| Expected Annual Measurable Outcomes: | Year 1 – 2014-15

1. Pilot of CCSS math materials and adoption by end of year
2. CCSS PD for all Teachers and CCSS PD for instructional support staff
3. Establishment of a base year re: tech skill proficiency for students and staff
4. Creation of an articulated 6 – 12 Math pathway with compaction to facilitate 12th grade Calculus and implement 9th grade math and advanced 9th grade math courses
5. PD focusing on differentiating instruction for all teachers
6. District hiring protocols implemented
7. Increase in number of dedicated classroom Wireless Access Points at all sites (WAPs)
8. Technology upgrade for Van Allen, Collegeville, and Farmington Elementary Schools
9. Hiring of Computer Specialist I position.

Identified Metrics –
1. Student access to standards aligned materials
2. Attendance at CCSS (content and technology) PD for instructional staff
3. Collected data from by lesson plans, observations, evaluation, data collection tool and Instructional Rounds
4. Staff and student technology survey results
5. 6 – 12 Math pathway
6. Attendance at PD on differentiating instruction
7. Development of a district hiring protocol
8. Scope of wireless network | Actual Annual Measurable Outcomes: | All actions, services, and programs were effective unless otherwise stated -

1. Grades K - 5 piloted three math adoptions during the 2014-15 school year and after an extensive review process adopted Math Expressions at the April 15, 2015 board meeting as the new K-5 math curriculum. El Portal Middle School (Grades 6 - 8) also piloted three possible adoptions and after extensive review adopted CPM Mathematics Courses I-III as the 6-8 math curriculum. At Escalon High School after extensive review of the available 9-12 math materials a decision was made to pilot CPM Mathematics Integrated I. This decision was based on the sense that the CPM Integrated was the best fit for the high school sequence and allowed for compaction/acceleration to occur in grades 9-11 leading to AP Calculus in the 12th grade. Both the 6-8 and 9-12 CPM Mathematics adoptions were approved by the governing board on November 18, 2014.

2. All teachers received a minimum of six days of PD and Instructional Aides received a minimum of 2 days of PD focusing on CCSS best instructional practices. Additional PD in CCSS math was also provided to K-12 teachers who provide math instruction. These PD days focused on aligning instructional practices to the CCSS and differentiation strategies to provide all students access to standards aligned content. Post PD surveys reflected positive responses to the PD provided.

3. All Teachers and students were administered a Tech readiness survey which were created in-house at no cost to the district. The survey results have established a "baseline" for |

9. Location and number of computers/devices deployed
10. Addition to Tech support staff

future comparison.

4. A 6-12 Pathway was developed and provides for AP Calculus in the 12th grade as an option.

5. All teachers received a minimum of six days of PD focused on CCSS best instructional practices (see #2 above).

6. Instructional Rounds were conducted at 4 schools with each school receiving two visits. 13 additional staff were trained in Instructional Rounds bringing the total of trained staff to 35. All sites have trained teachers and administrators who participated in site walks. All sites visited established a problem of practice for the visiting team which focused on student engagement and accountability as it relates to the district's adopted Essential Instructional Practices and CCSS. Through these visits the visiting teams provided sites with meaningful feedback regarding the data collected and established an instructional baseline for each site.

7. District hiring protocols for teachers have been revised, but the revision process is incomplete.

8. While El Portal and EHS classrooms have significantly increased the number of dedicated classroom WAPs at each site, infrastructure issues made it impractical to have every classroom receive a dedicated WAP at this time. The district has submitted an E-rate proposal for a major network upgrade which will address these types of issues in the 2015-16 school year. However, this action was implemented district wide and currently 97 district classrooms have received dedicated WAPs .

9. All student and teacher computers were upgraded at Van Allen, Collegeville and Farmington. Note: $26, 981 were expended in the 13-14 school year due to a significant discount that was available in the price of laptops. This amount is included in the total below. Additionally, a new 36 station lab was installed at Dent Elementary and 23 Mimio projectors were installed at EHS.

10. 2 Computer Specialist I positions were added this year.

11 Current levels of staffing, instructional materials and contracted services to support student learning were maintained.

12. In the 2013-14 school year 1 teacher in the district did not have a full credential and no teachers were misassigned.

13. In the 2014-15 school year a K-12 CCSS math adoption was completed and two years ago the district adopted California Treasures for K-5 which is CCSS aligned. 6-8 ELA CCSS materials will be reviewed in the 2015-16 school year and at the 9-12 level Expository Reading and Writing Course (ERWC) has been implemented as the 12 grade ELA course to improve academic literacy for seniors. Additionally the number of AP Lit and AP Language sections were increased to two and four respectively. These curricular offerings ensure EUSD students have access to CCSS aligned materials and courses of study.

14. District facilities are in generally good repair the 2014-15 FIT reports classified six schools as good and one school as fair) and an $8 million modernization project was completed at Escalon High School in the 2014-15 school year.

15. EL access to the CCSS and the new ELD standards will be enhanced in a variety of ways. THe adoption process for our math materials utilized the CCSSEA Math Adoption Toolkit and integral components of the toolkit including reviewing the materials for EL supplementary materials and Universal Access. California Treasures always has extensive resources for EL and Universal Access. These instructional materials will improve access for ELs to the CCSS and the New ELD standards. In our CCSS expenditure plan $160,000 was directed to CCSS PD and all teacher had a minimum of six PD days this year which focused on GLAD (Guided Language Acquisition Design) strategies and the integration of these types of strategies into teacher lesson design. Additionally the Great Valley Writer's Project (GVWP) provided extensive trainings on writing including effective strategies for ELs.

16. Course access for all learners is provided in a variety of ways and all students have access to a broad course of study as verified by class rosters and school schedules. For elementary students with exceptional needs all four elementary sites have RTI programs to support all subject areas, as well as Read 180 (a research based reading improvement program). Elementary unduplicated students also have access to RTI tier 2 interventions and Read 180. At our two must challenging

		schools 1.0 FTE supplementary teacher was assigned to these two sites to provide additional support to our struggling learners. In grades 6-12 students with exceptional needs have access to Read 180 (6-10) for reading intervention, a math intervention program (6-8), RSP support in math for students enrolled in gen. ed. math (9-12), access to core courses (6-12), paraprofessional support in gen ed and RSP/SDC classes (9-12. A 1.0 FTE Supplemental ELA teacher (.5 at the middle school and .5 at the high school) was hired to provide support for unduplicated and struggling students. Both the middle school and the high school have two 6 hours bilingual aides that support EL students in their general ed and ELD classrooms. Unduplicated students all have access to core courses and at the high school ELA offerings at the 11-12 level require students to take either AP English (11-12), English III college prep (11) and ERWC (12).

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Adoption of new mathematics curriculum K – 12	Purchase instructional materials 4000-4999: Books And Supplies Other $250,000	Adoption of new mathematics curriculum K – 12	Purchase of Instructional Materials 6-12 4000-4999: Books And Supplies Other $125,054
			Purchase of Instructional Materials K - 5 4000-4999: Books And Supplies Other $300,174
Scope of Service All X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. PD for all teachers on CCSS and Differentiating Instruction and PD for instructional aides focusing on CCSS	Provide Trainings 1000-1999: Certificated Personnel Salaries Other $40,000	Provide Trainings	PD for all teachers on CCSS and Differentiating Instruction and PD for instructional aides focusing on CCSS

	Provide Trainings 2000-2999: Classified Personnel Salaries Other $5,000		1000-1999: Certificated Personnel Salaries Other $80,110
			PD for Aides 2000-2999: Classified Personnel Salaries Other $2,189
	Provide Trainings 3000-3999: Employee Benefits Other $10,000		PD for all teachers on CCSS and Differentiating Instruction and PD for instructional aides focusing on CCSS 3000-3999: Employee Benefits Other $10,968
	Provide Trainings 5000-5999: Services And Other Operating Expenditures Other $5,000		
			COE Contract 5000-5999: Services And Other Operating Expenditures Other $3,750
			Travel 5000-5999: Services And Other Operating Expenditures Other $5,642
Scope of Service All X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Develop and implement data collection procedures to monitor implementation of CCSS and Differentiation strategies	Implement Instructional Rounds. 1000-1999: Certificated Personnel Salaries Base $8,000	Instructional Rounds	Sub Costs for Rounds 1000-1999: Certificated Personnel Salaries Other $6,925
	Implement Instructional Rounds. 3000-3999: Employee Benefits Base $2,000		Sub Costs for Rounds 3000-3999: Employee Benefits Other $900
	Contracted services to implement Instructional Rounds. 5000-5999: Services And Other Operating Expenditures Base $5,000		COE Contract 5000-5999: Services And Other Operating Expenditures Other $5,583
Scope of Service All X All		Scope of Service All X All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Survey teachers and students for tech skills proficiency	Survey design $0	Surveyed Staff and Students	Survey was designed and administered $0
Scope of Service Grades 4 - 11 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Grades 4 - 11 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5. Create 6 -12 math pathway	Math pathway articulation and design $0	Creation of math pathway 6-12	Creation of math pathway 6-12 $0
Scope of Service 6-12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service 6-12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6. Implement new hiring protocols	Implement new hiring protocols Base $0	Develop new hiring protocols	Develop new hiring protocols $0
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)	
7. Install Wireless Access Points in every classroom	Install WAPS at Escalon High and El Portal Middle Schools - MS Settlement Monies and CCSS Implementation Monies, base/other 4000-4999: Books And Supplies $20,000 Install WAPS at Escalon High and El Portal Middle Schools - MS Settlement Monies and CCSS Implementation Monies, base/other 5000-5999: Services And Other Operating Expenditures $5,000	Installation of WAPs in all district schools/97 classrooms	Purchasing of WAPs 4000-4999: Books And Supplies Base $17,895 License Fee for upgrade 5000-5999: Services And Other Operating Expenditures Base $2,500
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)	
8. Upgrade all staff and student computers	Upgrade technology at Van Allen, Collegeville and Farmington Elementary Schools 4000-4999: Books And Supplies Base $70,000	Computer Upgrade at Van Allen, Collegeville and Farmington Elementary. Dent computer lab installation and X Mimio projectors installed at EHS	Computer Upgrade 4000-4999: Books And Supplies Base $70,953
Scope of Service Van Allen, Collegeville and Farmington Elementary Schools		Scope of Service Van Allen, Collegeville, Farmington Elementary Schools, Dent Elementary, EHS	

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)	
9. Hire Computer Specialist I	Hire Computer Tech 2000-2999: Classified Personnel Salaries Base $38,000 Hire Computer Tech 3000-3999: Employee Benefits Base $7,000	Hired Computer Specialist I	Hired Computer Specialist I 2000-2999: Classified Personnel Salaries Base $33,734 Hired Computer Specialist I 3000-3999: Employee Benefits Base $16,159
Scope of Service: All X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: All X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
10. Adoption of CCSS ELA curriculum for grades 6 – 8	No cost $0	Adpotion not planned for 2015-16 school year	Adpotion not planned for 2015-16 school year $0
Scope of Service: 6-8 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: 6-8 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

11. Maintain current levels of staffing, instructional materials and contracted services to support student learning	Maintain current levels of staffing, instructional materials and contracted services to support student learning 1000-1999: Certificated Personnel Salaries Base	Maintain current levels of staffing, instructional materials and contracted services to support student learning	Current levels of staffing, instructional materials and contracted services to support student learning were maintained. 1000-1999: Certificated Personnel Salaries Base $8,603,332
	Maintain current levels of staffing, instructional materials and contracted services to support student learning 2000-2999: Classified Personnel Salaries Base		Current levels of staffing, instructional materials and contracted services to support student learning were maintained. 2000-2999: Classified Personnel Salaries Base $1,388,543
	Maintain current levels of staffing, instructional materials and contracted services to support student learning 3000-3999: Employee Benefits Base		Current levels of staffing, instructional materials and contracted services to support student learning were maintained. 3000-3999: Employee Benefits Base $2,695,183.
	Maintain current levels of staffing, instructional materials and contracted services to support student learning 4000-4999: Books And Supplies Base		Current levels of staffing, instructional materials and contracted services to support student learning were maintained. 4000-4999: Books And Supplies Base $612,190
	Maintain current levels of staffing, instructional materials and contracted services to support student learning 5000-5999: Services And Other Operating Expenditures Base		Current levels of staffing, instructional materials and contracted services to support student learning were maintained. 5000-5999: Services And Other Operating Expenditures Base $192,714
	Maintain current levels of staffing, instructional materials and contracted services to support student learning Base $14,765,000		Current levels of staffing, instructional materials and contracted services to support student learning were maintained. 1000-1999: Certificated Personnel Salaries Supplemental $5,166
			Current levels of staffing, instructional materials and contracted services to support student learning were maintained. 2000-2999: Classified Personnel Salaries Supplemental $149,612
			Current levels of staffing, instructional materials and contracted services to support student learning were maintained. 3000-3999: Employee

			Benefits Supplemental $40,089
			Current levels of staffing, instructional materials and contracted services to support student learning were maintained. 5000-5999: Services And Other Operating Expenditures Supplemental $29,687
Scope of Service All X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
12. Using observations, evaluations, the data collection tool and Instructional Rounds, collect and aggregate grade level data to establish a baseline on the frequency of observation of CCSS and Differentiation strategies all grade levels and content areas	Provide clerical support for aggregation and distribution of collected data 2000-2999: Classified Personnel Salaries Supplemental $9,000	Provide clerical support for aggregation and distribution of collected data	Provided clerical support for aggregation and distribution of collected data 2000-2999: Classified Personnel Salaries Supplemental $8,364 Provide clerical support for aggregation and distribution of collected data 3000-3999: Employee Benefits Supplemental $3,769
Scope of Service Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
13. Create Director of Student	Expand the current .8 FTE Director	13. Created Director of Student	Expanded the current .8 FTE Director

Services position to provide necessary administrative support	of Special Ed position to a 1.0 FTE Director of Student Services to provide administrative oversight for the listed subgroups. 1000-1999: Certificated Personnel Salaries Supplemental $20,000	Services position to provide necessary administrative support	of Special Ed position to a 1.0 FTE Director of Student Services to provide administrative oversight for the listed subgroups. 1000-1999: Certificated Personnel Salaries Supplemental $21,590
			Create Director of Student Services position to provide necessary administrative support 3000-3999: Employee Benefits Supplemental $4,135
Scope of Service ┆ Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┆ Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
14. Provide sites with adequate resources for necessary materials and supplies	Provide all sites with supplemental funds to support site specific needs for the listed sub-groups 4000-4999: Books And Supplies Supplemental $75,000	Provided sites with adequate resources for necessary materials and supplies	Provided all sites with supplemental funds to support site specific needs for the listed sub-groups 4000-4999: Books And Supplies Supplemental $58,290
Scope of Service ┆ Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┆ Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions,	No changes were made as a result of review.		

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	

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 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:		All	

Expected Annual Measurable Outcomes:	Year 1 – 2014-15 1. Creation of CTE pathway in Ag Science and Business/Technology including articulated courses of study and identification necessary materials and supplies 2. Establish baseline data of student/staff participation in internships/externships, job shadows, and certification programs 3. Using lesson plans, observations, evaluations, the data collection tool and Instructional Rounds establish a baseline for use of informational text, close reading and expository writing at all grade levels and content areas 4. Minimum of 3 days of CCSS PD for all Teachers and 2 days CCSS PD for instructional support staff 5. Identify and select appropriate CCSS aligned formative, interim and summative assessment Identified Metrics – 1. Increase in CTE pathways at the high school 2. Increase in internships, externships, job shadowing, and certification programs at the high school 3. Student participation rates in ASVAB, Naviance, Advisory period agendas, Students enrolled in CTE programs, CAASPP/EAP results, CSU/UC readiness, CalPASS post secondary data 4. Data collection on use of informational text, close reading and expository writing 5. Attendance at CCSS PD for instructional staff 6. Student performance growth as indicated by adopted CCSS aligned assessment	Actual Annual Measurable Outcomes:	All actions, services, and programs were effective unless otherwise stated - 1. The Ag Science pathway has been created and further research is underway regarding the Business/Technology pathway. 2. 60 high school students participated in job shadows and currently 12 students are pursuing certifications in MS Office and 4 students have received certification MS Word, 3 in MS PowerPoint and 1 in MS Excel 3. Site admin review teacher lesson plans and conduct data walks weekly. Four schools received Instructional Rounds walks this year. The information received from these observations has established a baseline for the use of informational text, expository writing and close reading across the grade spans. 4. All teachers participated in a minimum of 6 days of CCSS PD and Instructional Aides participated in a minimum of 2 days of CCSS PD. The PD surveys administered at the end of each PD session were very positive about the content presented. 5. An assessment platform pilot was conducted and a contract is being created with the selected vendor. The platform will be operational for the 2015-16 school year. 6. Over the last five years of API the district's API has risen 40 points from 752 to 792. District-wide proficiency rate in ELA and math were as follows: 2010 52% ELA and 55% math; 2011 54%

ELA and 60% math; 2012 55% ELA and 59% math; 2013 52% ELA and 59% math.

7. Over the last five years students completing CSU/UC requirements have ranged from 24.7% (08-09) to 32.2% (09-10) with 28.6% completing these requirements in the 2012-13 school year. In 2014 Escalon Unified graduated 94.9% of the 2013 cohort.

8. In the 2013-14 school year the district met AMAO 1 with 60.8% of CELDT takers making annual progress. 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.

9. ELL reclassification rates over the last five years have ranged from 9.2% (11-12 & 12-13) to 13.6% (08-09) and in the 13-14 school year were 13.5%.

10. In the 2013-14 school year 137 students took 225 AP exams and 50% of the exams take scored at level 3 or higher. Specifically - 24/50 English Language scored 3 or higher; 9/21 English Literature scored 3 or higher; 7/24 Psychology scored 3 or higher; 16/33 US History scored 3 or higher; 16/32 World History scored 3 or higher; 3/12 Calculus AB scored 3 or higher; 4/10 Statistics scored 3 or higher; 3/4 Biology scored 3 or higher; 3/11 Chemistry scored 3 or higher; 1/1 French Language scored 3 or higher; 1/1 German Language scored 3 or higher; 24/25 Spanish Language scored 3 or higher.

11. 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).

12. Other student outcomes are represented by the following: Academic contests/events include Academic Decathlon and Pentathlon; Literacy, Math and Science nights @ K-5 schools; Science Fair (in 2014-15 1st place winner in the K-2 division); Spelling Bee; and FFA regional, state and national competitions In 2013-14 out of 861 student 425 were CTE participants with 335 designated as CTE concentrators.; in 2012-13 the numbers were 863, 493 and 244 respectively. Additionally, in 2014-15 EHS has 25 CSF members of which 12 designated as lifetime

	members and in the area of Visual and Performing Arts, EHS offers a four year Humanities sequence, Wind and Jazz ensembles , Band and Drama, as well as Art 1 and Advanced Art. 13. CAHSEE testing in March of 2014 reported 86% passing math and 81% passing ELA; in March of 2013 the numbers were 86% and 82% respectively.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Create CTE pathway in Ag Science and Business/Technology	Develop Ag Science and IT CTE pathways $0	The Ag Science pathway has been created and further research is underway regarding the Business/Technology pathway.	The Ag Science pathway has been created and further research is underway regarding the Business/Technology pathway. $0
Scope of Service 9-12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service 9-12 X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Monitor student/staff participation in internships/externships, job shadows, and certification programs	Monitor student/staff participation in internships/externships, job shadows, and certification programs $0	60 students did job shadows and 12 are pursuing certifications in MS Office	60 students did job shadows and 12 are pursuing certifications in MS Office $0
Scope of Service 9-12 X All OR: _ Low Income pupils _ English Learners		Scope of Service 9-12 X All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Develop and implement data collection procedures to establish a baseline for use of informational text, close reading and expository writing at all grade levels and content areas	Accounted for in Goal #1 Action #3 $0	Site admin reviewed teacher lesson plans and conduct data walks weekly. Four schools received Instructional Rounds walks this year.	Site admin reviewed teacher lesson plans and conduct data walks weekly. Four schools received Instructional Rounds walks this year. $0
Scope of Service All X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. PD for all teachers on CCSS and Differentiating Instruction and PD for instructional aides focusing on CCSS	Accounted for in Goal #1 Action #2 $0	All teachers participated in a minimum of 6 days of CCSS PD and Instructional Aides participated in a minimum of 2 days of CCSS PD	All teachers participated in a minimum of 6 days of CCSS PD and Instructional Aides participated in a minimum of 2 days of CCSS PD $0
Scope of Service All X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5. Select and implement CCSS aligned formative, interim and summative assessment system	Select and purchase CCSS aligned Assessment system 5000-5999: Services And Other Operating	Assessment pilot conducted in winter of 2015 and selected vendor is preparing contract.	Purchase of assessment platform - purchase will not occur until 2015-16 $0

	Expenditures Base $10,000		
Scope of Service All X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes were made as a result of review		

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 X 5 _ 6 _ 7 _ 8 X 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:	Year 1 – 2014-15 1. Using CELDT, AimsWeb, Read 180 data establish baseline for language acquisition rates of EL students 2. Standardization of ELD delivery K-5 district wide 3. Develop systematic monitoring process for ELs and RFEPs 4. Increase collaboration days and develop teacher leaders at each grade level/site to facilitate PLC collaborations 5. Development of a culture of teacher led data analysis 6. Increase in Tier I interventions in grades 1 & 2 (e.g. Reading Mastery) 7. Ongoing progress monitoring of under-performing students using adopted metrics 8. Begin review and identification of language acquisition benchmarks Identified Metrics – 1. CELDT, AimsWeb, Read 180 and district developed language acquisition benchmarks data 2. PLC agendas/notes/reports 3. Attendance at PD on differentiating instruction 4. SRA reading mastery, AimsWeb data 5. Language acquisition benchmarks	Actual Annual Measurable Outcomes:	All actions, services, and programs were effective unless otherwise stated - 1. Establishment of EL language acquisition baseline is in process. 2. Standardization of ELD delivery K-5 is in process. 3. EL monitoring process is being developed. 4. Minimum days have been increased from 5 to 12 per year and are teacher designed and led. 5. Aide time has been increased by 15 min per day for all aides working between 2.0 and 3.5 hrs/day to provide more interventions in grades K-5. 6. Aimsweb is used to progress monitor under-performing students K-6 7. Review of Language Acquisition benchmarks is in process. 8. Over the last five years of API the district's API has risen 40 points from 752 to 792. District-wide proficiency rate in ELA and math were as follows: 2010 52% ELA and 55% math; 2011 54% ELA and 60% math; 2012 55% ELA and 59% math; 2013 52% ELA and 59% math. 9. Over the last five years students completing CSU/UC requirements have ranged from 24.7% (08-09) to 32.2% (09-10)

with 28.6% completing these requirements in the 2012-13 school year. In 2013 Escalon High graduated 96.8% of the 2013 cohort.

10. In the 2013-14 school year the district met AMAO 1 and missed AMAO 2 by 1.7% in the >5yr cohort and met AMAO 1 and missed AMAO 2 2.7% in the <5 yr cohort. With no CSTs the was no data for AMAO 3 as indicated by the CELDT.

11. ELL reclassification rates over the last five years have ranged from 9.2% (11-12 & 12-13) to 13.6% (08-09) and in the 13-14 school year were 13.5%.

12. in the 2013-14 school year 137 students took 225 AP exams and 50% of the exams take scored at level 3 or higher. Specifically - 24/50 English Language scored 3 or higher; 9/21 English Literature scored 3 or higher; 7/24 Psychology scored 3 or higher; 16/33 US History scored 3 or higher; 16/32 World History scored 3 or higher; 3/12 Calculus AB scored 3 or higher; 4/10 Statistics scored 3 or higher; 3/4 Biology scored 3 or higher; 3/11 Chemistry scored 3 or higher; 1/1 French Language scored 3 or higher; 1/1 German Language scored 3 or higher; 24/25 Spanish Language scored 3 or higher.

13. 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).

14. Other student outcomes are represented by the following: Academic contests/events include Academic Decathlon and Pentathlon; Literacy, Math and Science nights @ K-5 schools; Science Fair (in 2014-15 1st place winner in the K-2 division); Spelling Bee; and FFA regional, state and national competitions In 2013-14 out of 861 student 425 were CTE participants with 335 designated as CTE concentrators.; in 2012-13 the numbers were 863, 493 and 244 respectively. Additionally, in 2014-15 EHS has 25 CSF members of which 12 designated as lifetime members and in the area of Visual and Performing Arts, EHS offers a four year Humanities sequence, Wind and Jazz ensembles , Band and Drama, as well as Art 1 and Advanced Art.

15. CAHSEE testing in March of 2014 reported 86% passing math and 81% passing ELA; in March of 2013 the numbers were

	86% and 82% respectively. 16. 2.1 FTE supplemental teachers were hired, but given the fewer years of service they had the cost projection of $175,000 was over estimated and the actual cost for the 2.1 FTE new hires was $132,741.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.Hire supplemental teacher to provide targeted support at Farmington and Collegeville Elementary Schools	Hire supplemental teacher 1000-1999: Certificated Personnel Salaries Supplemental $87,500	Teacher hired	Teacher hired 1000-1999: Certificated Personnel Salaries Supplemental $44,526
			Teacher hired 3000-3999: Employee Benefits Supplemental $14,188
Scope of Service: Farmington and Collegeville Elementary _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Farmington and Collegeville Elementary _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Hire 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	Hire 1 FTE ELA teacher 1000-1999: Certificated Personnel Salaries Supplemental $87,500	1.1 FTE ELA teacher hired	1.1 FTE ELA teacher hired 1000-1999: Certificated Personnel Salaries Supplemental $57,334
			1.1 FTE ELA teacher hired 3000-3999: Employee Benefits Supplemental $16,693
Scope of Service: El Portal and EHS _ All OR: X Low Income pupils		Scope of Service: El Portal and EHS _ All OR: X Low Income pupils	

X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Standardize ELD delivery K-5 and develop systematic monitoring system for EL/RFEPs	No Cost $0	Review of ELD delivery K-5 and EL monitoring is in process.	Review of ELD delivery K-5 and EL monitoring is in process. $0
Scope of Service K-5 _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service K-5 _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Increase Tier I interventions in grades 1-5	Utilize Paraprofessional Educators – RTI to expand Tier I classroom support. 2000-2999: Classified Personnel Salaries Supplemental $195,000	Paraprofessionals expanded Tier I classroom support - Note: there are two vacant positions currently in this classification.	Paraprofessionals expanded Tier I classroom support. 2000-2999: Classified Personnel Salaries Supplemental $54,801 Paraprofessionals expanded Tier I classroom support. 2000-2999: Classified Personnel Salaries Other $68,453 Paraprofessionals expanded Tier I classroom support. 3000-3999: Employee Benefits Other $9,328
Scope of Service Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English		Scope of Service Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English	

proficient _ Other Subgroups: (Specify)		proficient _ Other Subgroups: (Specify)	
5. Provide 2 FTEs for instructional coaches to provide ongoing PD and in class support	Provide 2.0 FTE Instructional coaches 1000-1999: Certificated Personnel Salaries Supplemental 2 FTE Instructional coaches 3000-3999: Employee Benefits Supplemental 2 FTE Instructional coaches $66,000	Hired 2 FTE Instructional coaches	Hired 2 FTE Instructional coaches 1000-1999: Certificated Personnel Salaries Supplemental $61,387 2 FTE Instructional coaches 3000-3999: Employee Benefits Supplemental $15,037
Scope of Service	Districtwide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6. Provide 2 FTEs for instructional coaches to provide ongoing PD and in class support	2 FTE Instructional coaches 1000-1999: Certificated Personnel Salaries Base 2 FTE Instructional coaches 3000-3999: Employee Benefits Base 2 FTE Instructional coaches Base $100,000	Hired 2 FTE Instructional coaches	Hired 2 FTE Instructional coaches 1000-1999: Certificated Personnel Salaries Base $46,303 2 FTE Instructional coaches 3000-3999: Employee Benefits Base $11,060
Scope of Service	All X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	All X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes were made as a result of review.		

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 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Year 1 – 2014-15 1. Increase in attendance/participation rates at district/school events/committees 2. Utilize additional forms of parent notifications (e.g. SMS, email, social media) 3. Pilot on line credit recovery courses (high school) 4. Develop standardized attendance procedures and protocols district wide 5. Establish parent satisfaction rating baseline using adopted metrics 6. Establish student satisfaction campus climate baseline rating using adopted metrics 7. Decrease in suspension and expulsion rates from previous year 8. Establish baseline rating for lesson/course level of engagement and interest using adopted metrics Identified Metrics – 1. Parent attendance rates at district/school events 2. Parent participation rates in SSC, ELAC, DELAC and DAC 3. Types and frequency of school based parent/community events 4. Attendance rates 5. Truancy Rates 6. Credit attainment rates (high school) 7. Graduation and dropout rates 8. CHKS data and locally developed student and parent surveys	Actual Annual Measurable Outcomes:	All actions, services, and programs were effective unless otherwise stated - 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. 2. Parent communications were sent via telephone calls, email and SMS, Even though ELACs are no longer mandated all sites held parent meetings a minimum of twice yearly to engage parents of second language learners. 3. Online/Credit recovery courses are under review. 4. Standardized attendance procedures are in process. 5. Parent survey was develop and administered. 6. Student survey was developed and administered. 7. Expulsion and suspension rates are being monitored. 8. 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 meeting for incoming middle and high school students, band concerts, academic and sports awards ceremonies, PTC and booster club meeting and events, trivia and spelling bees, parent teacher conferences (K-12) and more. While no baseline data exists, with the LCAP focus on parent engagement all sites have increased parent activities and, in particular sharing information regarding CAASPP and LCAP. Site are documenting all parent out reach events to establish a baseline for parent out reach this year. Lastly, sites send out regular newsletters, work with the local press and use our automated dialer system to communicate via phone, email and text to parents with items/activities of interest.

9. Even though ELACs are no longer mandated all sites have similar meetings to engage parents of second language learners. Information on homeless youth is available at all sites and is shared with parents Low income and struggling students have access to after school programs at three of the four district elementary sites. Students with exceptional needs are supported through the IEP process, are provided current information on Community Advisory Committee (CAC). EHS has the "Friends Helping Friends" club that provide 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 has worked with SJCOE's CEDR to create an SST/504 case management system (ala SEIS) to provide better monitoring and implementation of struggling 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 also holds biannual "Student Data Review Teams" were district psychologists, case carriers, counselors, 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. To provide clarity regarding 504 eligibility the district developed a pamphlet that reviews 504 procedures and policies and is reviewed at various

parent nights. Lastly, the district, and all sites, maintain web pages that provide a variety of resources and information to our parents and community.

10 Student attendance is tracked and compared to previous years and reported to the governing board monthly. Over the last four years ADA has increased from 96.33% to 96.66%. For the 2013-14 school year calculated chronic absences were 2.8% district-wide.

11. EUSD had a 95% graduation rate with a 2.8% dropout rate w/no middle school drop outs in 2012-13. EHS had a 96.8% graduation rate in the same year.

12. 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. EUSD truancy rates were one of the lowest in the county and was well below county and state averages at Based on both student and parent survey data the overall impression of the district's schools were rated as very safe with a significant number of student 90-95% of the students indicating they felt safe in classrooms, playgrounds, and hallways, while over 89% of parent respondents indicated that their child feels safe and connected to their school.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Improvement and increase the frequency of parent outreach activities/events	Contract with ConnectEd for parent communication system. 5000-5999: Services And Other Operating Expenditures Base $7,500	Contract with ConnectEd for parent communication system.	Contract with ConnectEd for parent communication system (Contract is renewed in spring) 5000-5999: Services And Other Operating Expenditures Base $7,481
Scope of Service All X All OR: _ Low Income pupils _ English Learners _ Foster Youth		Scope of Service All X All OR: _ Low Income pupils _ English Learners _ Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Create or purchase parent and student satisfaction metric	Expand contract with School City for climate survey service 5000-5999: Services And Other Operating Expenditures Base $2,000	Parent and student satisfaction metrics created in-house	Parent and student satisfaction metrics created in-house - no cost
Scope of Service ¦ All X All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ¦ All X All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Implement data system to track cooperative review data, SST and 504 for grades K-12	Implement data system 5000-5999: Services And Other Operating Expenditures Base $5,750	SST portion of data tracking system operational; w/504 component operational by 6/15	SST portion of data tracking system operational; w/504 component operational by 6/15 5000-5999: Services And Other Operating Expenditures Base $5,068
Scope of Service ¦ All X All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ¦ All X All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Create parent ELD program on at least one campus w/child care	Establish afterschool ESL program for non English speaking parents 1000-1999: Certificated Personnel Salaries Supplemental	Parent ELD program implemented	Parent ELD program implemented 1000-1999: Certificated Personnel Salaries Supplemental $4,325 Parent ELD program implemented

	Establish afterschool ESL program for non English speaking parents 2000-2999: Classified Personnel Salaries Supplemental Supplemental $11,000		2000-2999: Classified Personnel Salaries Supplemental $1,988
			Parent ELD program implemented 3000-3999: Employee Benefits Supplemental $1,187
			Parent ELD program implemented - Program workbooks 4000-4999: Books And Supplies Other $1,840
Scope of Service　　　All _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service　　　All _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		Program created	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes were made as a result of review.

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:	$1,467,647

For the 2015-16 school year Escalon USD will receive supplemental funds based on our district's unduplicated counts of low income, English Learner and foster youth. The current 2015-16 LCAP allocates funds at both the school-wide and district-wide levels to provide increased services to our unduplicated students. As our 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.

To support goal #1 of the LCAP (priorities 1, 2 & 7), "Provide the necessary resources and staffing to make all student Career and College Ready", the district proposes to allocate $273,500 in supplemental funds to support this goal. With the demise of CCSS implementation funding to provide CCSS professional development opportunities to instructional staff, the district has allocated $75,000 in supplemental funds to provide all instructional staff (certificated and classified) with professional development focusing on the revised ELD standards and how they can be incorporated into all content areas including technology. The district has also allocated $26,000 in supplemental funds to continue to provide professional development to teachers and aides in CCSS implementation and CCSS instructional practices. These professional development opportunities are district-wide expenditures and are principally directed to meeting the needs of unduplicated students vis-a-vis the state priorities by providing the district's instructional staff with researched based strategies that have been proven effective in providing these students greater access the core curriculum.. Further, this PD will allow the district's instructional staff to provide more effective instruction to better support our EL and other unduplicated students in attaining content knowledge and English fluency. The professional development provided will be research based and therefore represent the most effective use of these supplemental monies and will allow the district's unduplicated students to meet the district's goals as represented by the 8 state priorities. The basis for this type of PD relies on the US Department of Education's identification of the efficacy of Guided Language and Design model (GLAD) and is further supported by the fact that the district has two Tier 4 certified GLAD trainers on staff who serve as district instructional coaches and trainers. School-wide allocations include increasing instructional staff and expanding library time. $82,500 of supplemental funds will be expended on increasing teacher FTE's at both the middle school and high school in core content areas (ELA, and Science). This increase in staffing will result in lower class sizes and provide our unduplicated students with more individualized instruction. Library hours will be expanded at our three smaller elementary schools (Collegeville, Farmington and Van Allen) by two hours per day for the two librarians who service these three schools at a cost of $15,000 in supplemental funds. The expanded library time will increase unduplicated students access to not only instructional materials, but more importantly technology. As many of these students do not have internet access at home, the expanded time will allow these students to complete assignments, conduct online research and other related tasks during the school day. The district has also allocated $75,000 in supplemental funds to the school sites to provide need based targeted support for unduplicated pupils at their sites.

Goal #2, increase academic rigor so all students have the necessary skills to be career and college ready (priorities 4 & 8) includes $110,500 in supplemental directed specifically at the high school. One FTE Spanish teacher ($75,000 in supplemental funds) will be added to the EHS instructional staff so that our native Spanish speakers have increased access to Spanish classes to increase their fluency in their native language. This year a total of 8 RFEP students were recognized with the Seal of Biliteracy on their diploma and in the 2013-14 school year 24 out of 25 native speakers passed the AP Spanish Language test with a 3 or higher. An additional FTE Spanish teacher will afford even

more of our native Spanish speakers access to these opportunities. A 6 hour counseling clerk ($28,000 in supplemental funds) will be added to the EHS counseling office to better support and monitor EL students academic progress and language proficiency attainment as well as provide direct support to the counselors in monitoring the academic progress of under-performing and struggling students. The position will also work with the district's homeless liaison to provide site based support for these students. Lastly, $7,500 in supplemental funds has been allocated to purchase licenses for an online credit recovery program to allow students to more easily recover academic credits and remain on track to graduate.

Goal #3 (priorities 4 & 8) is the district's primary goal in providing the needed services for our unduplicated students. This goal, "Accelerate the growth of our under-performing subgroups in all academic areas includes both school-wide and district-wide allocations approximating $159,500 in supplemental funds. School-wide allocations provide additional before and after school tutoring for the district's four elementary schools, and adds Bilingual paraprofessional time at the middle and high school. $35,000 in supplemental funds will be allocated to the district four elementary schools to provide teacher led before and after school tutoring for struggling students. The sense here is that the teachers' familiarity with their students and the respective grade level curriculum makes them the most qualified individuals to provide this type of academic support. $41,000 of supplemental funds will be allocated to increase Bilingual Paraprofessional time by 2.75 hrs/day at the middle school and add a 6 hr/day position at the high school. These aides will provide direct academic support in core classes to our EL students. With the significant shift in math focus brought about by the common core, the district has allocated a minimum of $70,000 to procure a math intervention program. This program will provide support and remediation for our students who are having a difficult time transitioning to the rigors of the common core. Lastly, to support ELD students $6,000 has been allocated towards ELD materials and supplies and $7,500 towards language acquisition progress monitoring protocols.

Goal #4, Enlist all stakeholders to create learning environments that are effective and engaging has no supplemental funds allocated to it this year. However, based on demand and participation rates, should the parent ELD classes for parents need to be increased the district will provide that support either through unencumbered supplemental funds or funds for other sources (e.g. base, Title III).

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.

7.57 %

Escalon Unified School District has calculated a 7.57% proportionality percentage for 2015-16. In its 2015-16 LCAP, the district has undertaken several 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 district expended approximately $600,000 on services for unduplicated students. With the 2015-16 calculation approximating $600,000 the district receives roughly $1.46 million for services for unduplicated students. This year's LCAP accounts for $543,500 of supplemental funds being expended to support our RFEP, English Learner, Low Income and foster youth. When coupled with last year's expenditures spending for unduplicated students, this year the district will spend approximately $1.14 million on services and materials for unduplicated students or 79% of its calculated supplemental allocation. This amount easily meets the 7.57% threshold of the calculated MPP for the 2015-16 LCAP year.

From a qualitative perspective $377,500 of supplemental funds are targeted to additional staffing and professional development to provide direct services to the district's unduplicated students. The remaining increase ($$166,00) will be expended on progress monitoring tools and materials and supplies for intervention programs to accelerate attainment of academic standards for this population. Provision of additional staffing with research based professional development, which will be augmented with proven intervention programs, will provide a higher quality of service and program and will result in increased academic performance for the district's unduplicated students. In this qualitative sense the district's proposed expenditure of supplemental funds meets the MPP as well.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	15,840,250.00	14,916,199.00	18,863,315.00	18,965,860.00	18,935,316.00	56,764,491.00
	25,000.00	0.00	0.00	0.00	0.00	0.00
Base	15,020,250.00	13,703,115.00	13,964,522.00	13,945,522.00	13,936,522.00	41,846,566.00
Other	310,000.00	620,916.00	4,152,239.00	4,273,784.00	4,252,239.00	12,678,262.00
Supplemental	485,000.00	592,168.00	746,554.00	746,554.00	746,555.00	2,239,663.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	15,740,250.00	14,916,199.00	18,863,315.00	18,965,860.00	18,935,316.00	56,764,491.00
	14,776,000.00	0.00	100,000.00	100,000.00	50,000.00	250,000.00
1000-1999: Certificated Personnel Salaries	243,000.00	8,930,998.00	10,995,791.00	10,993,626.00	10,983,627.00	32,973,044.00
2000-2999: Classified Personnel Salaries	247,000.00	1,707,684.00	2,301,140.00	2,301,140.00	2,301,140.00	6,903,420.00
3000-3999: Employee Benefits	19,000.00	2,838,696.00	3,439,622.00	3,439,287.00	3,439,287.00	10,318,196.00
4000-4999: Books And Supplies	415,000.00	1,186,396.00	1,378,271.00	1,341,771.00	1,462,771.00	4,182,813.00
5000-5999: Services And Other Operating Expenditures	40,250.00	252,425.00	635,771.00	777,316.00	635,771.00	2,048,858.00
6000-6999: Capital Outlay	0.00	0.00	12,720.00	12,720.00	62,720.00	88,160.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	15,740,250.00	14,916,199.00	18,863,315.00	18,965,860.00	18,935,316.00	56,764,491.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	14,765,000.00	0.00	100,000.00	100,000.00	50,000.00	250,000.00
	Supplemental	11,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	8,000.00	8,649,635.00	8,777,222.00	8,775,057.00	8,765,057.00	26,317,336.00
1000-1999: Certificated Personnel Salaries	Other	40,000.00	87,035.00	1,885,459.00	1,885,459.00	1,885,459.00	5,656,377.00

Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
							Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
1000-1999: Certificated Personnel Salaries	Supplemental	195,000.00	194,328.00	333,110.00	333,110.00	333,111.00	999,331.00
2000-2999: Classified Personnel Salaries	Base	38,000.00	1,422,277.00	1,430,893.00	1,430,893.00	1,430,893.00	4,292,679.00
2000-2999: Classified Personnel Salaries	Other	5,000.00	70,642.00	732,438.00	732,438.00	732,438.00	2,197,314.00
2000-2999: Classified Personnel Salaries	Supplemental	204,000.00	214,765.00	137,809.00	137,809.00	137,809.00	413,427.00
3000-3999: Employee Benefits	Base	9,000.00	2,722,402.00	2,731,003.00	2,730,668.00	2,730,668.00	8,192,339.00
3000-3999: Employee Benefits	Other	10,000.00	21,196.00	614,984.00	614,984.00	614,984.00	1,844,952.00
3000-3999: Employee Benefits	Supplemental	0.00	95,098.00	93,635.00	93,635.00	93,635.00	280,905.00
4000-4999: Books And Supplies		20,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	70,000.00	701,038.00	699,690.00	683,190.00	684,190.00	2,067,070.00
4000-4999: Books And Supplies	Other	250,000.00	427,068.00	596,581.00	576,581.00	696,581.00	1,869,743.00
4000-4999: Books And Supplies	Supplemental	75,000.00	58,290.00	82,000.00	82,000.00	82,000.00	246,000.00
5000-5999: Services And Other Operating Expenditures		5,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	30,250.00	207,763.00	225,714.00	225,714.00	225,714.00	677,142.00
5000-5999: Services And Other Operating Expenditures	Other	5,000.00	14,975.00	310,057.00	451,602.00	310,057.00	1,071,716.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	29,687.00	100,000.00	100,000.00	100,000.00	300,000.00
6000-6999: Capital Outlay	Base	0.00	0.00	0.00	0.00	50,000.00	50,000.00
6000-6999: Capital Outlay	Other	0.00	0.00	12,720.00	12,720.00	12,720.00	38,160.00

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).

01-13-15 [California Department of Education]