Introduction:

LEA: East Side Union High School District Contact: Juan Cruz, Assistant Superintendent, cruzjuan@esuhsd.org, (408) 347-5170 LCAP Year: 2014-15

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.

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. 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 should comply with instructions and 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. 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.

Section 1: Stakeholder Engagement

Involvement Process

The District over the past twelve months, fully engaged with the greater East Side community to assess the District's progress to meeting the needs of ALL students. The Superintendent held a total of 22 community conversations and focus groups at school sites that invited staff, parents, students, and community members of each high school to conduct a needs assessment and establish priorities. Through this process the District revised its Vision, Mission, and Core Values which are listed below:

VISION

Every student graduates prepared for college and career empowered to thrive in a global society.

MISSION

We align decisions to create safe, dynamic and relevant learning environments that inspire critical thinking, problem solving and innovation.

CORE VALUES

Equity: We allocate resources, develop practices, and cultivate mindsets to ensure that **every** student meets or exceeds standards.

Inclusiveness: We model personal and professional integrity through processes that are respectful, transparent, and proactively engage parents, students, staff, and community.

Commitment to Excellence: We believe in continuous improvement through a culture of openness, inquiry and collaboration. We honor those who take responsibility, demonstrate creativity and take initiative.

Diversity: We see diversity as a valuable asset that enriches our world-view and strengthens our community.

Professional Capacity: We believe in and invest in the development of every employee and volunteer in our system.

Impact on LCAP

The LCAP feedback was combined with the input from the Strategic Planning process. As we reviewed the information, we noted clear actions the District needs to carry out in order to meet the needs of students to ensure College and Career Readiness for ALL.

Stakeholder feedback, concerns, and questions were collected and actions were included in the LCAP regarding academic, social/emotional, and stakeholder involvement services for ALL students, but especially for our significant subgroups.

In addition to the community conversations and the LCAP input sessions, the district conducted an online survey to garner parent, student, employee, and community member input. It received a total of 2,306 responses that prioritized academic support services, clean facilities, and safe campuses. The academic services consisted of:

- Common Core State Standards Professional Development
- Additional College and Career Guidance
- Additional Library Services

Using the stakeholder input the district began the development of the LCAP by first defining the core services. With the increase in the base funding that the District will be receiving as a result of the implementation of the LCFF the District has redefined the core educational services it will provide to all students. Up until this year, the District has funded one counselor from general fund and the second counselor was funded by site supplemental funds. For the 2014-2015 school year, the District will fund two (2) counselors from general fund; thus, freeing up the site supplemental funds for local School Site Councils to use for additional services. The additional funds will allow the District to address the State priorities. In addition, other support staff are being added to the

In addition, the District has identified the following 21st century skills that the District wants every student to graduate demonstrating proficiency; the skills are identified as the 5Cs.

- Critical Thinking & Problem Solving
- Communication
- Collaboration
- Creativity
- Civic Engagement

We will develop clear assessments and work closely with our teachers to develop ways to enhance our curriculum tied to the Common Core Standards as a vehicle for student mastery of these 21st century skills.

The East Side School Board identified five (5) key performance measures that support the District's vision:

- 1. Improved graduation rate
- 2. Decreased dropout rate
- 3. Improved A-G completion rate (15 course sequence for UC/CSU qualification)
- 4. Develop College & Career Readiness Indicators (5Cs) Critical Thinking, Communication, Collaboration, Creativity, Civic Engagement
- 5. Decrease achievement gaps as defined by measures 1-3 and other indicators, such as suspension and expulsion rates.

In order to attain our KPMs, we have also identified sub indicators that will be monitored throughout the year. Each KPM has several sub indicators:

Graduation Rate

D & F Rate (final grade of D or F in course), Attendance Rate, Suspension Rate, Course Completion

Dropout Rate

Attendance Rate, Suspension Rate, Course Completion Rate, D & F Rate

A-G Completion Rate

C or better in the 15 UC/CSU course sequence

College & Career Readiness

Demonstrating Proficiency in the 5Cs, PSAT {127+}, AP {3 or better} IB {4 or better}, SAT {1650+}, ACT {24+}, Reclassification Rate, Early Assessment

school sites to ensure that students have access to academic support services.

The District will continue its efforts to support teachers with professional development regarding the transition to the new common core state standards. The District will continue to provide the school sites with the support they need to help teachers make the transition.

We are training staff in the use of newly adopted mathematics instructional materials as we transition to the new CCSS Math Courses. At meetings of our Board of Trustees, we have presented our plan to use common core funds to purchase State adopted math materials, provide professional development, and support student assessment with technology. Each of these expenses promotes goal attainment of the implementation of the State Standards, ensuring that every child has access to the common core curriculum in our classrooms.

The District will continue to provide parent education opportunities and will increase these opportunities throughout the District. A positive school climate will be successfully achieved if we continue to find alternatives to suspension and provide behavioral interventions.

The District strives to meet the holistic needs of all students by providing an environment where students and family's needs are met so that they can fully participate in all aspects of the educational experience.

All stakeholders and the community will have two additional opportunities to comment at Public Hearings, after which the district will revise this plan.

Program

Closing the Achievement Gaps

A-G completion rate, Decrease the gap among sub groups on SMARTER Balanced Exams, Suspension & Expulsion for students of color, Enrollment in AP/IB courses, Pass Rate in AB/IB courses; College Acceptance, College Completion

In addition to the strategic planning engagement stakeholder and focus group meetings, the district has had many community engagement meetings to specifically discuss the LCFF and the LCAP. The following are the dates of the community engagement meetings:

March, 2014

- School Site Council/ELAC
- DAC/DELAC March 18th
- African-American Student Advocates—March 13th
- Vietnamese Parents—March 15th
- Latino Parents—April 16th
- · Board of Trustees—March 20th

April, 2014

- School Site Councils/ELACs
- African-American Student Advocates—April 8th
- Migrant Education—April 11th

May, 2014

- Update to the board on the community input (Board Study Session/Meeting)—May 6th
- First Public Hearing (Board Meeting)—May 15th

June, 2014

Board of Trustees Approval (Board Meeting)—June 19th

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Section 2: Goals and Progress Indicators

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		Goals			What will be diffe	erent/improved for stu identified metric)	idents? (based on	Related State and Local Priorities (Identify specific state priority. For districts all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need	The district will	ALL	ALL	Graduation	Graduation	Graduation	Graduation	Priority 1,4, 5, 7,
1.1 Increase	provide high quality			Rate: Baseline	Rate Target: 84%	Rate Target: 86%	Rate Target: 88%	and 8
percent of	instruction and			data will be				
graduates and	learning			2013-14	Reduction in Drop-	Reduction Drop-	Reduction Drop-	
reduce the	opportunities				out Rate Target:	out Rate Target:	out Rate Target:	
percent of	preparing every			Reduction in	12%	10%	8%	
students	student to graduate			Drop-out Rate:	A C Commission	A C Camanlatian	A C Camanlatian	
dropping out	ready for college and career			Baseline data will be 2013-14	A-G Completion Rate Target: 41%	A-G Completion Rate Target: 44%	A-G Completion Rate Target: 47%	
1.2 Improve	and career			WIII be 2015-14	Rate Target: 41%	Rate Target: 44%	Rate Target: 47%	
A-G	Implement			A-G Completion				
completion	Instructional			Rate: Baseline				
rate (15 course	Rounds to monitor			data will be	Professional	Professional	Professional	
sequence for	progress towards			2013-14	development	development	development	
UC/CSU	improving				modeling coaching	modeling coaching	modeling coaching	
qualification)	instruction				to support the shifts	to support the shifts	to support the shifts	
					in instruction	in instruction	in instruction	
Metric	Develop and				necessary for the	necessary for the	necessary for the	
1.1 Annual	implement online				implementation of	implementation of	implementation of	
graduation	assessment system				common core for	common core for	common core for	
data	district wide to				ALL administrators	ALL administrators	ALL administrators	
	monitor the progress				and ALL teachers	and ALL teachers	and ALL teachers	

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1.2 Annual A-G completion data	of student achievement of common core and the 5Cs Implement three (3) out-of-class interventions that support and accelerate student learning		Hire instructional coaches (one for each site) to support the shifts in instruction necessary given the new common core state standards (\$1,400,000)	Continue instructional coaches (one for each site) to support the shifts in instruction necessary given the new common core state standards (\$1,400,000)	Continue instructional coaches (one for each site) to support the shifts in instruction necessary given the new common core state standards (\$1,400,000)	
	Implement three (3) research-based instructional practices that support learning for ALL students The district will develop and implement a strong guidance program to help students meet the graduation and A-G requirements		Develop College & Career Readiness Indicators (5Cs) Critical Thinking Communication Collaboration Creativity Civic Engagement	Align our instructional program and practices to the College & Career Readiness Indicators (5Cs) Critical Thinking Communication Collaboration Creativity Civic Engagement	Align our instructional program and practices to the College & Career Readiness Indicators (5Cs) Critical Thinking Communication Collaboration Creativity Civic Engagement	
			Develop rubrics to measure 21 st century skills and common core proficiencies. Hire a Director of Accountability that will assist in the development of a plan to regularly	Develop rubrics to measure 21 st century skills and common core proficiencies. Hire a Director of Accountability that will assist in the development of a plan to regularly	Develop rubrics to measure 21 st century skills and common core proficiencies. Hire a Director of Accountability that will assist in the development of a plan to regularly	

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measure and monitor the impact of interventions and instructional practices on developing student achievement of common core and 5Cs (\$72,000) Identify the three research-based instructional practices Identify the three (3) out-of-class interventions The district has defined the core counseling services for 2014-15. Each school will be allocated 2 counselors that are funded by general fund.	measure and monitor the impact of interventions and instructional practices on developing student achievement of common core and 5Cs (\$72,000) Identify the three research-based instructional practices Identify the three (3) out-of-class interventions A third counselor may be added in 2015-16 to the core if the district continues to receive additional revenues with the annual implementation of LCFF far and above expected annual expenses.	measure and monitor the impact of interventions and instructional practices on developing student achievement of common core and 5Cs (\$72,000) Identify the three research-based instructional practices Identify the three (3) out-of-class interventions A fourth counselor may be added in 2015-16 to the core if the district continues to receive additional revenues with the annual implementation of LCFF far and above expected annual expenses.
Additional counselor will be allocated to Decile 1-3 schools to monitor and support the focus subgroups (\$767,000)	Continue with the additional counselor at the Decile 1-3 schools to monitor and support the focus subgroups (\$767,000)	Continue with the additional counselor at the Decile 1-3 schools to monitor and support the focus subgroups (\$767,000)

Need 2.1 Reduce the percent of students dropping out	Increase the number of students making annual progress towards graduation	ALL	ALL	Reduction in Drop-out Rate: Baseline data will be 2013-14	Reduction in Dropout Rate Target: 12%	Reduction in Dropout Rate Target: 10%	Reduction in Dropout Rate Target: 8%	Priority 1,4, 5
of school	Increase the percent			Reduction in # of	Reduction in # of	Reduction in # of	Reduction in # of	
	of non-graduates			Suspensions and	Suspensions and	Suspensions and	Suspensions and	
Metric	accessing a 5 th year			Expulsions:	Expulsions: 20%	Expulsions: 10%	Expulsions: 10%	
2.1 District	in order to graduate			Baseline data				
discipline and	D			will be 2013-14	Provide A-G credit	Provide A-G credit	Provide A-G credit	
attendance data	Decrease suspension and expulsion rates				recovery and acceleration options	recovery and acceleration	recovery and acceleration	
uata	for overrepresented				both during the	options both during	options both during	
2.2 CHKS	students				school year and in	the school year and	the school year and	
					the summer	in the summer	in the summer	
	Decrease the							
	percent of students				Counselors will	Counselors will	Counselors will	
	chronically absent				actively recruit and	actively recruit and	actively recruit and	
					reenroll non-grads for a 5 th year or	reenroll non-grads for a 5 th year or	reenroll non-grads for a 5 th year or	
					alternative graduate	alternative graduate	alternative graduate	
					programs	programs	programs	
					District will allocate	District will	District will	
					a Social Worker for	allocate a Social	allocate a Social	
					each site to support the social emotional	Worker for each site to support the	Worker for each site to support the	
					needs of students	social emotional	social emotional	
					that get in the way	needs of students	needs of students	
			\		of them being	that get in the way	that get in the way	
					successful in school	of them being	of them being	
					(\$1,250,000)	successful in	successful in	
						school	school	
					District will hire a	(\$1,250,000)	(\$1,250,000)	
					Coordinator of	District will hire a	District will hire a	
					Student Services to	Coordinator of	Coordinator of	
					develop and	Student Services to	Student Services to	
					implement	develop and	develop and	
					strategies that target	implement	implement	

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				the reduction of	strategies that	strategies that	
				student absenteeism	target the reduction	target the reduction	
				and suspensions and	of student	of student	
				expulsions	absenteeism and	absenteeism and	
				(\$132,000)	suspensions and	suspensions and	
					expulsions	expulsions	
					(\$132,000)	(\$132,000)	
Need	ESUHSD will	ALL	ALL	Train teacher	Implement PLC	Implement PLC	Priority 1,4, 5, 7,
3.1 Improve	provide professional			leaders and	practices across all	practices across all	and 8
individual and	learning			administrators in the	schools to develop	schools to develop	una o
group	communities to			facilitation of PLCs.	a collaborative	a collaborative	
performance	increase social			racintation of Les.	culture	culture	
performance					Culture	Cultule	
M -4-2 -	capital to meet			A1'	T 1	T1	
Metric	targeted goals			Align the focus of	Implement the	Implement the	
3.1				collaboration to the	targeted goals	targeted goals	
Performance				targeted goals	focused on (CCSS,	focused on (CCSS,	
data from				(CCSS, technology,	technology, ELL	technology, ELL	
rubric				ELL strategies,	strategies,	strategies,	
				examining data,	examining data,	examining data,	
3.2 Retention				etc.)	etc.) in school	etc.) in school	
of teachers					collaboration	collaboration	
3.3 Annual				Continue to support	Continue to	Continue to support	
Evaluations				the new teacher	support the new	the new teacher	
				induction program	teacher induction	induction program	
				(BTSA) in order to	program (BTSA)	(BTSA) in order to	
				ensure that we have	in order to ensure	ensure that we have	
				highly qualified	that we have highly	highly qualified	
				teachers	qualified teachers	teachers	
Need	The district will	ALL	ALL	Baseline data will	Increase parent	Increase parent	Priority 5
4.1 Increase	engage all	ALL	ALL	be 2014-2015			FIIOTHY 5
	0 0			06 2014-2013	participation by	participation by	
parent	stakeholders by			A.D	10%	10%	
engagement	promoting			A Parent	1.70		
	opportunities that			Involvement	A Parent	A Parent	
Metric	strengthen the skills,			Specialist will be	Involvement	Involvement	
4.1 Attendance	competencies, and			hired for each	Specialist will be	Specialist will be	
at SSC, ELAC,	abilities for			school and a parent	hired for each	hired for each	
and other	students, parents,			center will be	school and a parent	school and a parent	
parent	staff, and			established to help	center will be	center will be	
involvement	community.			engage parents and	established to help	established to help	

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activities		improve the	engage parents and	engage parents and	
		communication	improve the	improve the	
4.2 Parent		between home and	communication	communication	
Surveys		school. (\$1,000,000)	between home and	between home and	
			school.	school.	
			(\$1,000,000)	(\$1,000,000)	
		District will provide			
		ongoing training for	District will	District will	
		Community	provide ongoing	provide ongoing	
		Resource Specialist	training for	training for	
			Community	Community	
		Each school will	Resource Specialist	Resource Specialist	
		provide parent			
		educational	Each school will	Each school will	
		workshops to assist	provide parent	provide parent	
		parent in supporting	educational	educational	
		their students	workshops to assist	workshops to assist	
		educational needs	parent in	parent in	
		(i.e. college	supporting their	supporting their	
		readiness, School	students	students	
		Loop training,	educational needs	educational needs	
		financial aid)	(i.e. college	(i.e. college	
			readiness, School	readiness, School	
		Provide English	Loop training,	Loop training,	
		classes for English	financial aid)	financial aid)	
		Learner parents to			
		empower them in	Provide English	Provide English	
		assisting their	classes for English	classes for English	
		student	Learner parents to	Learner parents to	
		academically.	empower them in	empower them in	
			assisting their	assisting their	
		Provide the	student	student	
		resources to	academically.	academically.	
		disseminate parent			
		information in	Provide the	Provide the	
		multiple languages	resources to	resources to	
		(i.e. translators)	disseminate parent	disseminate parent	
	·		information in	information in	
			multiple languages	multiple languages	
			(i.e. translators)	(i.e. translators)	

Need	Implement New	ALL	James Lick	Graduation	Graduation	Graduation	Graduation
		ALL	James Lick				
5.1 Increase	Tech at James Lick			Rate: Baseline	Rate Target: 82%	Rate Target: 85%	Rate Target: 88%
percent of	High School			data will be			
graduates and				2013-14	Reduction in Drop-	Reduction in Drop-	Reduction in Drop-
reduce the					out Rate Target:	out Rate Target:	out Rate Target:
percent of				Reduction in	13%	10%	7%
students				Drop-out Rate:			
dropping out				Baseline data	A-G Completion	A-G Completion	A-G Completion
11 0				will be 2013-14	Rate Target: 33%	Rate Target: 34%	Rate Target: 37%
5.2 Improve							
A-G							
completion				A-G Completion	Reduce class size at	Reduce class size	Reduce class size
rate (15 course				Rate: Baseline	James Lick High	at James Lick High	
,							at James Lick High
sequence for				data will be	School in order to	School in order to	School in order to
UC/CSU				2013-14	implement team	implement team	implement team
qualification)					teaching per New	teaching per New	teaching per New
					Tech model	Tech model	Tech model
Metric					(Increase 2.2 FTE)	(Increase 6.0 FTE)	(Increase 6.0 FTE)
5.1 Annual					(\$257,000)	(\$700,000)	(\$700,000)
graduation							
data							
5.2 Annual A-							
G completion							
data							
outu					l		

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Identified		Goals			What will be diff	ferent/improved for stu identified metric)	idents? (based on	Related State and Local Priorities
Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	(Identify specific state priority. For districts all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Need	The district will	Focus	ALL	African-	African-American	African-American	African American	Priority 1,4, 5, 7,
1.1 Increase	provide high quality	Subgroups:		American	Graduation Target:	Graduation Target:	Graduation Target:	and 8
percent of	instruction and			Graduation	Equal or Greater to	Equal or Greater to	Equal or Greater to	
graduates	learning	African-		Rate: 79.4%	the overall district	the overall district	the overall district	
	opportunities	American			percent	percent	percent	
1.2 Improve	preparing every	Hispanic		African-				
A-G	student to graduate	ELL		American A-	African-American	African-American	African-American	
completion	ready for college	Special Needs		G Rate:	A-G Completion	A-G Completion	A-G Completion	
rate (15 course sequence for	and career			27.7%	Target: 31%	Target: 33%	Target: 35%	
UC/CSU	The district will			Hispanic	Hispanic	Hispanic Graduation	Hispanic Graduation	
qualification)	develop and implement a strong			Graduation Rate: 71.3%	Graduation Target: 74%	Target: 76%	Target: 78%	
Metric	guidance program to					Hispanic A-G	Hispanic A-G	
1.1 Annual	help students meet				Hispanic A-G	Completion Target:	Completion Target:	
graduation data	the graduation and A-G requirements				Completion Target: 20%	21%	22%	
	_					Additional	Additional counselor	
1.2 Annual A-					Additional	counselor will be	will be allocated to	
G completion					counselor will be	allocated to Decile	Decile 1-3 schools	
data					allocated to Decile	1-3 schools to	to monitor and	
					1-3 schools to	monitor and support	support the focus	
					monitor and support	the focus subgroups	subgroups	
					the focus subgroups			

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					All African	All African	All African	
					American students	American students	American students	
					will have an	will have a	will have a	
					individual learning	individual learning	individual learning	
					plan developed by	plan developed by	plan developed by	
					September 30 th and	September 30 th and	September 30 th and	
					updated twice a year	updated twice a year	updated twice a year	
					All incoming 9 th	All incoming 9 th	All incoming 9 th	
					grade African	grade African	grade African	
					American students	American students	American students	
					will be actively	will be actively	will be actively	
					recruited to ensure	recruited to ensure	recruited to ensure	
					they attend the	they attend the	they attend the	
					Summer Bridge	Summer Bridge	Summer Bridge	
					Program. This will	Program. Target:	Program. Target:	
					provide the base	80%	90%	
					line data.	0070	7070	
Need	Increase the number	Focus	ALL	(% of non-	2013-14 Subgroup	Increase by 10% the	Increase by 20% the	Priority 1,4, 5
2.1 Reduce the	of students making	Subgroups:	TIEL	graduates	Non-Graduates will	Subgroup Non-	Subgroup Non-	111011119 1,1,5
percent of	annual progress	Subgroups.		reenrolled for	be the basis for	Graduate percent	Graduate percent	
students	towards graduation	African-		a 5 th year	calculating the	reenrolled for a 5 th	reenrolled for a 5 th	
dropping out	towards graduation	American		baseline data	percent reenrolled	year.	year.	
of school	Increase the percent	Hispanic		will 2013-14	for a 5 th year.	year.	year.	
of school	of non-graduates	ELL		non-grads)	ioi a 3 year.			
Metric	accessing a 5 th year	Special Needs		non-grads)	The percent of	The percent of	The percent of	
2.1 District	in order to graduate	Special Needs		(% of	Subgroup students	Subgroup students	Subgroup students	
discipline and	in order to graduate			students	suspended will	suspended will	suspended will	
	D							
attendance	Decrease suspension			Suspended	decrease by 3%.	decrease by 2%.	decrease by 1%.	
data	and expulsion rates			%				
224 1	for overrepresented			Suspension)	TD1.	TPI	Tri	
2.2 Annual	students			(o) c oth	The percent of	The percent of	The percent of	
Graduation	, i			(% of 9 th	African American	African American	African American	
Data	Decrease the			grade	9 th graders earning	9 th graders earning	9 th graders earning	
2.2 GHYZ	percent of students			students	60 units in June will	60 units in June will	60 units in June will	
2.3 CHKS	chronically absent			earning 60	increase to 70%.	increase to 80%.	increase to 90%.	
				units by the				
				June. 2013-	Provide A-G credit	Provide A-G credit	Provide A-G credit	
				14 will	recovery and	recovery and	recovery and	
				provide the	acceleration options	acceleration options	acceleration options	

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base line	both during the	both during the	both during the
data)	school year and in	school year and in	school year and in
	the summer	the summer	the summer
	Counselors will	Counselors will	Counselors will
	actively recruit and	actively recruit and	actively recruit and
	reenroll non-grads	reenroll non-grads	reenroll non-grads
	for a 5 th year or	for a 5 th year or	for a 5 th year or
	alternative graduate	alternative graduate	alternative graduate
			_
	programs	programs	programs
	D' (' ('11 11)	D: . :	D:
	District will allocate	District will allocate	District will allocate
	a Social Worker for	a Social Worker for	a Social Worker for
	each site to support	each site to support	each site to support
	the social emotional	the social emotional	the social emotional
	needs of students	needs of students	needs of students
	that get in the way	that get in the way	that get in the way
	of them being	of them being	of them being
	successful in school	successful in school	successful in school
	Counselor and	Counselor and	Counselor and
	Social worker will	Social worker will	Social worker will
	work together to	work together to	work together to
	ensure that ALL	ensure that ALL	ensure that ALL
	African American	African American	African American
	students are	students are	students are
	accessing the	accessing the	accessing the
	services available to	services available to	services available to
	them.	them.	them.
	District will	District will	District will
	compensate	compensate	compensate
		certificated staff to	certificated staff to
	certificated staff to		
	establish/strengthen	establish/strengthen	establish/strengthen
	site Black Student	site Black Student	site Black Student
	Unions in order to	Unions in order to	Unions in order to
	deliver wrap-around	deliver wrap-around	deliver wrap-around
	services to students	services to students	services to students
	based on the pilot at	based on the pilot at	based on the pilot at
	Mount Pleasant and	Mount Pleasant and	Mount Pleasant and

				Oak Grove	Oak Grove	Oak Grove	
Need 3.1 Increase parent engagement Metric 3.1 Attendance at SSC, ELAC, and other parent involvement activities 3.2 Parent Surveys	3.1 The district will engage all stakeholders by promoting opportunities that strengthen the skills, competencies, and abilities for students, parents, staff, and community.	Focus Subgroups: African- American Hispanic ELL Special Needs	ALL	Staff will actively outreach to parents to ensure that ALL parents of Subgroup students are informed of the services available and parent events taking place. The 2014-2015 year will be the baseline Each school will provide parent educational workshops to assist parent in supporting their students educational needs (i.e. college readiness, School Loop training, financial aid)	Staff will actively outreach to parents to ensure that ALL parents of Subgroup students are informed of the services available and parent events taking place. The 2014-2015 year will be the baseline Each school will provide parent educational workshops to assist parent in supporting their students educational needs (i.e. college readiness, School Loop training, financial aid)	Staff will actively outreach to parents to ensure that ALL parents of Subgroup students are informed of the services available and parent events taking place. The 2014-2015 year will be the baseline Each school will provide parent educational workshops to assist parent in supporting their students educational needs (i.e. college readiness, School Loop training, financial aid)	Priority 5

Section 3: Actions, Services, and Expenditures

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities	Actions and Services	Level of Service (Indicate if school- wide or LEA-wide)	Annual Update: Review of actions/	What actions are posterior each year (and a years 2 and 3) expenditures for	re projected to b ? What are the a	e provided in Inticipated
	(from Section 2)			services	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
ESUHSD will provide high quality instruction and learning opportunities preparing every student to graduate ready for college and career ESUHSD will engage all stakeholders by promoting opportunities that strengthen the skills, competencies, and abilities for students, parents, staff, and community.	Priority 1,2, 3, 4, 5, 6, 7, and 8	For low income pupils: Provide an appropriately rigorous pathway in core subjects to support student success in AP/IB classes After School Tutorial and Assistance Programs Professional Development for Instructional Assistants Daily Intervention and Enrichment Academic Vocabulary Instruction	School-wide	CASPP, District Writing Assessment, District Summative Assessments, Grade Data	 Provide A-G credit recovery/ acceleration options during the school day, after school, and in the summer (\$200,000) Allocate one instructional coach to each site for a total of 12 (\$1,400,000) Allocate one Parent Involvement Specialist to each site for a total of 11 (\$1,000,000) Allocate one site for a total of 11 (\$1,000,000) Allocate one Social Worker to each site and one at the district office for a total of 13 	Continue actions/services from 2014- 2015	Continue actions/services from 2014-2015

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school- wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15 (\$1,250,000)	Year 2: 2015-16	Year 3: 2016-17
ESUHSD will provide high quality instruction and learning opportunities preparing every student to graduate ready for college and career ESUHSD will engage all stakeholders by promoting opportunities that strengthen the skills, competencies, and abilities for students, parents, staff, and community.	Priority 1,2, 3, 4, 5, 6, 7, and 8	 For English learners: Provide the same services listed for low income students Professional Development on ELD Standards Develop Individual Learning Plans for each student 	School-wide	CASPP, District Writing Assessment, District Summative Assessments, Grade Data	Provide the services listed above under low income students	Continue actions/services from 2014- 2015	Continue actions/services from 2014- 2015
ESUHSD will provide high quality instruction and learning opportunities preparing every student to graduate ready for college and career ESUHSD will engage all stakeholders by promoting opportunities that strengthen the skills, competencies, and abilities for students, parents, staff, and community.	Priority 1,2, 3, 4, 5, 6, 7, and 8	 For foster youth: Provide the same services listed for low income students Develop Individual Learning Plans for each student 	School-wide	CASPP, District Writing Assessment, District Summative Assessments, Grade Data	Provide the services listed above under low income students	Continue actions/services from 2014- 2015	Continue actions/services from 2014- 2015

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school- wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? LCAP YEAR Year 2: 2015-16 Year 3: 2016-17		
ESUHSD will provide high quality instruction and learning opportunities preparing every student to graduate ready for college and career ESUHSD will engage all stakeholders by promoting opportunities that strengthen the skills, competencies, and abilities for students, parents, staff, and community.	Priority 1,2, 3, 4, 5, 6, 7, and 8	For redesignated fluent English proficient pupils: • Provide the same services listed for low income students • Develop Individual Learning Plans for each student	School-wide	CASPP, District Writing Assessment, District Summative Assessments, Grade Data	Provide the services listed above under low income students	Continue actions/services from 2014- 2015	Continue actions/services from 2014- 2015