DRAFT

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	Impact on LCAP
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.	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

Section 2: Goals and Progress Indicators

A.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			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.)
	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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need 1.1 Increase percent of graduates and reduce the percent of students dropping out

1.2 Improve A-G completion rate (15 course sequence for UC/CSU qualification)

Metric 1.1 Annual graduation data | The district will provide high quality instruction and learning opportunities preparing every student to graduate ready for college and career

Implement Instructional Rounds to monitor progress towards improving instruction

Develop and implement online assessment system district wide to monitor the progress | ALL | ALL | Graduation Rate: Baseline data will be 2013-14

Reduction in Drop-out Rate: Baseline data will be 2013-14

A-G Completion Rate: Baseline data will be 2013-14 | Graduation Rate Target: 84%

Reduction in Drop-out Rate Target: 12%

A-G Completion Rate Target: 41%

Professional development modeling coaching to support the shifts in instruction necessary for the implementation of common core for ALL administrators and ALL teachers | Graduation Rate Target: 86%

Reduction Drop-out Rate Target: 10%

A-G Completion Rate Target: 44%

Professional development modeling coaching to support the shifts in instruction necessary for the implementation of common core for ALL administrators and ALL teachers | Graduation Rate Target: 88%

Reduction Drop-out Rate Target: 8%

A-G Completion Rate Target: 47%

Professional development modeling coaching to support the shifts in instruction necessary for the implementation of common core for ALL administrators and ALL teachers | Priority 1,4, 5, 7, and 8 |

| 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

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 | | | | Hire instructional coaches (one for each site) to support the shifts in instruction necessary given the new common core state standards **($1,400,000)**

Develop College & Career Readiness Indicators (5Cs)
• Critical Thinking
• Communication
• Collaboration
• Creativity
• Civic Engagement

Develop rubrics to measure 21st century skills and common core proficiencies.

Hire a Director of Accountability that will assist in the development of a plan to regularly | Continue instructional coaches (one for each site) to support the shifts in instruction necessary given the new common core state standards **($1,400,000)**

Align our instructional program and practices to the College & Career Readiness Indicators (5Cs)
• Critical Thinking
• Communication
• Collaboration
• Creativity
• Civic Engagement

Develop rubrics to measure 21st century skills and common core proficiencies.

Hire a Director of Accountability that will assist in the development of a plan to regularly | Continue instructional coaches (one for each site) to support the shifts in instruction necessary given the new common core state standards **($1,400,000)**

Align our instructional program and practices to the College & Career Readiness Indicators (5Cs)
• Critical Thinking
• Communication
• Collaboration
• Creativity
• Civic Engagement

Develop rubrics to measure 21st century skills and common core proficiencies.

Hire a Director of Accountability that will assist in the development of a plan to regularly | |

						measure and monitor the impact of interventions and instructional practices on developing student achievement of common core and 5Cs **($72,000)**	measure and monitor the impact of interventions and instructional practices on developing student achievement of common core and 5Cs **($72,000)**	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 research-based instructional practices	Identify the three research-based instructional practices	
						Identify the three (3) out-of-class interventions	Identify the three (3) out-of-class interventions	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.	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.	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								
Need 2.1 Reduce the percent of students dropping out of school **Metric** 2.1 District discipline and attendance data 2.2 CHKS	Increase the number of students making annual progress towards graduation Increase the percent of non-graduates accessing a 5th year in order to graduate Decrease suspension and expulsion rates for overrepresented students Decrease the percent of students chronically absent	ALL	ALL	Reduction in Drop-out Rate: Baseline data will be 2013-14 Reduction in # of Suspensions and Expulsions: Baseline data will be 2013-14	Reduction in Drop-out Rate Target: 12% Reduction in # of Suspensions and Expulsions: 20% Provide A-G credit recovery and acceleration options both during the school year and in the summer Counselors will actively recruit and reenroll non-grads for a 5th year or alternative graduate programs District will allocate a Social Worker for each site to support the social emotional needs of students that get in the way of them being successful in school **($1,250,000)** District will hire a Coordinator of Student Services to develop and implement strategies that target	Reduction in Drop-out Rate Target: 10% Reduction in # of Suspensions and Expulsions: 10% Provide A-G credit recovery and acceleration options both during the school year and in the summer Counselors will actively recruit and reenroll non-grads for a 5th year or alternative graduate programs District will allocate a Social Worker for each site to support the social emotional needs of students that get in the way of them being successful in school **($1,250,000)** District will hire a Coordinator of Student Services to develop and implement	Reduction in Drop-out Rate Target: 8% Reduction in # of Suspensions and Expulsions: 10% Provide A-G credit recovery and acceleration options both during the school year and in the summer Counselors will actively recruit and reenroll non-grads for a 5th year or alternative graduate programs District will allocate a Social Worker for each site to support the social emotional needs of students that get in the way of them being successful in school **($1,250,000)** District will hire a Coordinator of Student Services to develop and implement	Priority 1,4, 5

					the reduction of student absenteeism and suspensions and expulsions **($132,000)**	strategies that target the reduction of student absenteeism and suspensions and expulsions **($132,000)**	strategies that target the reduction of student absenteeism and suspensions and expulsions **($132,000)**	
Need 3.1 Improve individual and group performance **Metric** 3.1 Performance data from rubric 3.2 Retention of teachers 3.3 Annual Evaluations	ESUHSD will provide professional learning communities to increase social capital to meet targeted goals	ALL	ALL		Train teacher leaders and administrators in the facilitation of PLCs. Align the focus of collaboration to the targeted goals (CCSS, technology, ELL strategies, examining data, etc.) Continue to support the new teacher induction program (BTSA) in order to ensure that we have highly qualified teachers	Implement PLC practices across all schools to develop a collaborative culture Implement the targeted goals focused on (CCSS, technology, ELL strategies, examining data, etc.) in school collaboration Continue to support the new teacher induction program (BTSA) in order to ensure that we have highly qualified teachers	Implement PLC practices across all schools to develop a collaborative culture Implement the targeted goals focused on (CCSS, technology, ELL strategies, examining data, etc.) in school collaboration Continue to support the new teacher induction program (BTSA) in order to ensure that we have highly qualified teachers	Priority 1,4, 5, 7, and 8
Need 4.1 Increase parent engagement **Metric** 4.1 Attendance at SSC, ELAC, and other parent involvement	The district will engage all stakeholders by promoting opportunities that strengthen the skills, competencies, and abilities for students, parents, staff, and community.	ALL	ALL		Baseline data will be 2014-2015 A Parent Involvement Specialist will be hired for each school and a parent center will be established to help engage parents and	Increase parent participation by 10% A Parent Involvement Specialist will be hired for each school and a parent center will be established to help	Increase parent participation by 10% A Parent Involvement Specialist will be hired for each school and a parent center will be established to help	Priority 5

activities					improve the communication between home and school. **($1,000,000)**	engage parents and improve the communication between home and school. **($1,000,000)**	engage parents and improve the communication between home and school. **($1,000,000)**	
4.2 Parent Surveys					District will provide ongoing training for Community Resource Specialist

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)

Provide English classes for English Learner parents to empower them in assisting their student academically.

Provide the resources to disseminate parent information in multiple languages (i.e. translators) | District will provide ongoing training for Community Resource Specialist

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)

Provide English classes for English Learner parents to empower them in assisting their student academically.

Provide the resources to disseminate parent information in multiple languages (i.e. translators) | District will provide ongoing training for Community Resource Specialist

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)

Provide English classes for English Learner parents to empower them in assisting their student academically.

Provide the resources to disseminate parent information in multiple languages (i.e. translators) | |

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

B.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			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.)
	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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need 1.1 Increase percent of graduates 1.2 Improve A-G completion rate (15 course sequence for UC/CSU qualification) **Metric** 1.1 Annual graduation data 1.2 Annual A-G completion data	The district will provide high quality instruction and learning opportunities preparing every student to graduate ready for college and career The district will develop and implement a strong guidance program to help students meet the graduation and A-G requirements	**Focus Subgroups:** African-American Hispanic ELL Special Needs	ALL	African-American Graduation Rate: 79.4% African-American A-G Rate: 27.7% Hispanic Graduation Rate: 71.3%	African-American Graduation Target: Equal or Greater to the overall district percent African-American A-G Completion Target: 31% Hispanic Graduation Target: 74% Hispanic A-G Completion Target: 20% Additional counselor will be allocated to Decile 1-3 schools to monitor and support the focus subgroups	African-American Graduation Target: Equal or Greater to the overall district percent African-American A-G Completion Target: 33% Hispanic Graduation Target: 76% Hispanic A-G Completion Target: 21% Additional counselor will be allocated to Decile 1-3 schools to monitor and support the focus subgroups	African American Graduation Target: Equal or Greater to the overall district percent African-American A-G Completion Target: 35% Hispanic Graduation Target: 78% Hispanic A-G Completion Target: 22% Additional counselor will be allocated to Decile 1-3 schools to monitor and support the focus subgroups	Priority 1,4, 5, 7, and 8

Need / Metric		Focus Subgroups	ALL	Baseline	Year 1	Year 2	Year 3	Priority
					All African American students will have an individual learning plan developed by September 30th and updated twice a year	All African American students will have a individual learning plan developed by September 30th and updated twice a year	All African American students will have a individual learning plan developed by September 30th and updated twice a year	
					All incoming 9th grade African American students will be actively recruited to ensure they attend the Summer Bridge Program. This will provide the base line data.	All incoming 9th grade African American students will be actively recruited to ensure they attend the Summer Bridge Program. Target: 80%	All incoming 9th grade African American students will be actively recruited to ensure they attend the Summer Bridge Program. Target: 90%	
Need 2.1 Reduce the percent of students dropping out of school

Metric 2.1 District discipline and attendance data

2.2 Annual Graduation Data

2.3 CHKS | Increase the number of students making annual progress towards graduation

Increase the percent of non-graduates accessing a 5th year in order to graduate

Decrease suspension and expulsion rates for overrepresented students

Decrease the percent of students chronically absent | **Focus Subgroups:**

African-American Hispanic ELL Special Needs | ALL | (% of non-graduates reenrolled for a 5th year baseline data will 2013-14 non-grads)

(% of students Suspended % Suspension)

(% of 9th grade students earning 60 units by the June. 2013-14 will provide the | 2013-14 Subgroup Non-Graduates will be the basis for calculating the percent reenrolled for a 5th year.

The percent of Subgroup students suspended will decrease by 3%.

The percent of African American 9th graders earning 60 units in June will increase to 70%.

Provide A-G credit recovery and acceleration options | Increase by 10% the Subgroup Non-Graduate percent reenrolled for a 5th year.

The percent of Subgroup students suspended will decrease by 2%.

The percent of African American 9th graders earning 60 units in June will increase to 80%.

Provide A-G credit recovery and acceleration options | Increase by 20% the Subgroup Non-Graduate percent reenrolled for a 5th year.

The percent of Subgroup students suspended will decrease by 1%.

The percent of African American 9th graders earning 60 units in June will increase to 90%.

Provide A-G credit recovery and acceleration options | Priority 1,4, 5 |

					base line data)	both during the school year and in the summer	both during the school year and in the summer	both during the school year and in the summer	
						Counselors will actively recruit and reenroll non-grads for a 5th year or alternative graduate programs	Counselors will actively recruit and reenroll non-grads for a 5th year or alternative graduate programs	Counselors will actively recruit and reenroll non-grads for a 5th year or alternative graduate programs	
						District will allocate a Social Worker for each site to support the social emotional needs of students that get in the way of them being successful in school	District will allocate a Social Worker for each site to support the social emotional needs of students that get in the way of them being successful in school	District will allocate a Social Worker for each site to support the social emotional needs of students that get in the way of them being successful in school	
						Counselor and Social worker will work together to ensure that ALL African American students are accessing the services available to them.	Counselor and Social worker will work together to ensure that ALL African American students are accessing the services available to them.	Counselor and Social worker will work together to ensure that ALL African American students are accessing the services available to them.	
						District will compensate certificated staff to establish/strengthen site Black Student Unions in order to deliver wrap-around services to students based on the pilot at Mount Pleasant and	District will compensate certificated staff to establish/strengthen site Black Student Unions in order to deliver wrap-around services to students based on the pilot at Mount Pleasant and	District will compensate certificated staff to establish/strengthen site Black Student Unions in order to deliver wrap-around services to students based on the pilot at 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 (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	**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 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	Year 2: 2015-16	Year 3: 2016-17
					($1,250,000)		
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

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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	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