

LCAP Year  2017–18  2018–19  2019–20

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

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name El Dorado Union High School District

Contact Name and Title Stephen Wehr  
Superintendent

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## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

The El Dorado Union High School District serves the families of the western slope of El Dorado County located between Sacramento and Lake Tahoe. The approximately 6,650 high school students in the district live in suburban and rural communities throughout the historic California Gold Rush region. The El Dorado Union High School District is committed to educating each student in a safe, supportive environment that will challenge students to pursue appropriate, rigorous paths for academic and career development and achievement that lead to lifelong learning and a productive adulthood. The district provides the community with four comprehensive high schools, one district managed charter school, and one continuation school.

With 308 teachers and 251 classified staff, the employees strive to provide the community's high school age students with a world class education. The district is known for its high academic achievement, breadth of academic programs in the arts, career technical education and co-curricular and extracurricular opportunities for students. The dedicated staff and well maintained facilities create a positive 21st century learning environment where students excel and pursue their passions.

### LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The LCAP for the El Dorado Union High School District builds on the foundation established by the California State Board of Education's new accountability system. The focus of the new accountability system is measuring district and school performance based on status and change. The district continues to earn high status recognition that exceeds state averages while striving to improve the performance of all students. The district commits to closing the achievement gap for economically disadvantaged students, individuals with exceptional needs, foster youth, and English learners.

Being a high performing district, this year's LCAP continues to build upon the district's successes, while using data and researched based strategies to improve student performance in identified areas. This LCAP includes the implementation of a clearly defined multi-tiered systems of support (MTSS) plan. Efforts are being taken to improve how students are identified and referred to appropriate supports. The LCAP highlights the district's efforts to maintain high academic achievement and breadth of program while improving efforts to support students academically, behaviorally, and socially.

The district's high status is achieved by the support of the entire community. Therefore, communication and collaboration between all segments of the community remains a priority. Outreach and open honest dialogue are essential to best serve the students diverse needs and interests. The district recognizes that we are better when we work together. The LCAP emphasizes providing high quality academic and career path opportunities for students, connecting students to one another, to school activities and programs, as well as staff, and the greater community.

## REVIEW OF PERFORMANCE

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

The El Dorado Union High School district has much to celebrate. Based on the indicators of progress and the new State Board of Education created California School Dashboards the following areas were identified for distinction:

- Student graduation rate
- Student performance on the California Assessment of Student Performance and Progress assessments in English and mathematics
- Student participation and performance on College Board's Advanced Placement course exams
- Student participation in Career Technical Education programs
- Student participation on co-curricular and extracurricular teams
- Implementation of a communication plan that includes social media and parent outreach software with two-way communication features
- Quality and fidelity of Spanish speaking parent outreach meetings

The district's three goals (academic achievement, connectedness and communication) will continue to be met by implementing the newly identified multi-tiered systems of support plan, providing students with academic and extra-curricular environments that are physically, intellectually, and emotionally reassuring, and employing communication strategies that value and encourage feedback and dialogue with community stakeholders.

## GREATEST PROGRESS

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

The El Dorado Union High School District's aggregate achievement scores continue to be exemplary when compared to other high school communities in California. While aggregate performance remains high, there are identified subgroups that struggle to meet state and district academic and behavioral expectations. The following areas are designated for improvement:

- California Assessment of Student Performance and Progress results in mathematics for students identified as being economically disadvantaged or qualifying for special education services
- University of California/California State University a-g completion rates for graduates identified as being economically disadvantaged or qualifying for special education services
- Suspension rates for students identified as being economically disadvantaged or qualifying for special education services

Student performance on mathematics assessments and UC/CSU a-g readiness are related. Students with below grade level mathematics scores are unable to meet college entrance requirements. The district is participating in a countywide effort sponsored by the El Dorado County Office of Education to improve mathematics achievement. While a high school district cannot control the skills and knowledge students gain prior to the ninth grade, the district is in control of the supports and services provided once in

## GREATEST NEEDS

attendance. The new multi-tiered systems of support plan emphasizes supporting students with level two and three interventions to improve mathematics achievements. Developing a growth mindset in students that encourages them to pursue advanced mathematics courses beyond Algebra 1 is included in the MTSS plan.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## PERFORMANCE GAPS

The two identified state indicators for which performance for any student group was two or more performance levels below the “all students” performance were as follows:

- Graduation rates for students identified needing special education services
- Suspension rates for students identified as being economically disadvantaged

The district initiated implementation of a Multi-Tiered Systems of Support plan. The development of a pyramid of interventions and alignment of systems will increase graduation rates for students needing special education services and decrease the number of suspensions for students receiving special education and / or identified as economically disadvantaged.

Beginning in 2017-2018, school sites will implement site-based MTSS teams to evaluate current data relating to intervention strategies and investigate and propose evidence based practices for improvement. During the 2018-2019 school year MTSS teams and school staff will implement evidence based interventions with fidelity. The team will collect and analyze data regarding the interventions to guide refinement of our pyramid of interventions. The third year, 2019-2020, MTSS teams will evaluate data and guide staff in adjustment and / or revision of interventions. By the end of the 2019-2020 school year MTSS teams will be fully developed and working to ensure that the pyramid of interventions are leading to the desired academic and behavioral student outcomes.

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The district continues to meet the needs of low-income students, English Learners, and foster youth through implementation of the MTSS plan. Level 2 and Level 3 MTSS academic and behavioral interventions and supports by definition are increased services. Level 2 and Level 3 interventions and supports include the following:

- Each comprehensive high school offers a four-year Advancement Via Individual Determination (AVID) program to assist unduplicated count students and students whose parents did not attend college with support to meet UC/CSU entrance requirements upon graduation.
- Each comprehensive high school offers an after school Academic Recovery program for the four academic content areas (English, mathematics, science, and social science).
- Each comprehensive high school offers a January and June Intersession Credit Recovery Program for the four academic content areas (English, mathematics, science, and social science).
- Students struggling in mathematics have access to remedial software programs designed to help students with skill development.
- Students entering ninth grade below grade level in mathematics are eligible for Algebra Foundations.
- Students with IEPs are eligible for Special Education Learning Centers support and IEP directed accommodations and modifications.
- English learners are eligible for an English Language Development class size reduction course and classroom accommodations and modifications.
- Students with 504 Plans are eligible for classroom based accommodations and modifications as outlined in the plan.
- Students entering high school reading below grade level are eligible for a Reading Improvement course.
- A cohort of students entering 9th grade who did not successfully complete 8th grade are assigned to a Connections Coordinator.

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$0.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 1

Prepare college-ready and career-ready students to successfully meet entrance and performance requirements of postsecondary institutions

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- Increase the overall cohort graduation rate with an emphasis on improving the aggregate graduation rate for low socioeconomic students, foster youth, students with disabilities, and English learners
- Increase all graduates meeting UC/CSU a-g requirements with an emphasis on improving the aggregate percentage rate for low socioeconomic students, foster youth, students with disabilities, and English learners
- Increase the percentage of 11th-12th graders taking & passing AP courses/exams with an emphasis on improving the aggregate percentage/passing rate for low socioeconomic students, foster youth, students with disabilities, and English learners
- Increase the percentage of 11th graders scoring college ready on the EAP for English & Mathematics with an emphasis on improving the aggregate pass rate for low socioeconomic students, foster youth, students with disabilities, and English learners
- Increase the percentage of students who achieve standard met or standard exceeded on the California Assessment of Student Performance English Language Arts and Mathematics assessments with an emphasis on improving the aggregate pass rate for low socioeconomic students, foster youth, students with disabilities, and English learners

#### ACTUAL

- The overall cohort graduation rate was recognized with distinction by the California School Dashboard as being very high with a 1.1% increase. Economically disadvantaged students were recognized as being high with a 2.8% increase. The students with disabilities rate was recognized as being low, but had a 7.3% increase. The English learners rate was recognized as low but had a 10.8% increase.
- Overall UC/CSU a-g rates maintained their previous year's level (51%) with a slight decrease in low socioeconomic students' performance.
- The overall percentage of 11th and 12th grade students taking an Advanced Placement exam increased from 30% to 35%. However, participation for low socioeconomic students, English learners, and students with disabilities did not improve.
- The overall EAP results improved for both English and mathematics. English scores increased from 40% meeting college readiness standards after the 11th grade to 43%. Mathematics scores increased from 23% meeting college readiness standards after the 11th grade to 26%. Low socioeconomic and students with disabilities also improved on both assessments.
- The overall SBAC scores improved in both English and mathematics. English scores increased from 76% meeting or exceeding the standards in 11th grade to 80%. Mathematics scores increased from 54% meeting or exceeding the standards in 11th grade to 58%. Low socioeconomic students, English learners and students with disabilities also improved on the English assessment, but of those subgroups only students with disabilities showed improvement on the mathematics assessment.

Increase the percentage of 10th graders completing 120 or more credits with a 2.5 GPA or higher with an emphasis on improving the aggregate percentage rate for low socioeconomic students, foster youth, students with disabilities, and English learners

Increase the percentage of 10th graders completing a 4-Year academic plan and completing a career exploration unit that culminates with students identifying at least one career option

Increase the percentage of 12th graders completing a postsecondary action plan detailing plans for two years after high school using 2015 as a baseline

Increase the percentage of students participating in CTE courses using 2013 as a baseline

Increase the percentage of students completing a pathway of CTE courses using 2013 as a baseline

The overall percentage of 10th graders completing 120 or more credits with a 2.5 GPA or higher declined slightly from 74% to 72%. Low socioeconomic students improved from 57% to 60%. Students with disabilities improved from 41% to 53%. English Learners improved from 22% to 33%.

District-wide all 10th grade students developed a 4-year academic plan that identified at least one career option.

District-wide all 12th grade students completed a postsecondary action plan detailing plans for two years after high school.

Overall CTE participation increased from 30% of the students taking at least one CTE course to 38%. Low socioeconomic students increased from 38% to 44%. Students with disabilities increased from 29% to 55%. English learners increased from 20% to 34%.

The percentages of students completing a pathway of CTE courses increased for all students, low socioeconomic students, students with disabilities and English learners.

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	<b>1</b>	
Actions/Services	<p><b>PLANNED</b></p> <p>Professional Development</p>	<p><b>ACTUAL</b></p> <p>Professional Development</p>
Expenditures	<p><b>BUDGETED</b></p> <p>Training on the implementation of California State Standards 5000-5999: Services And Other Operating Expenditures Base \$20,000</p> <p>Training on the use of educational technology and software for academic support and remediation for students 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000</p> <p>Leadership development designed to improve professional learning communities, the evaluation process, educational practices related to student outcomes, and the development of 21st century skills. 5000-5999: Services And Other Operating Expenditures Base \$50,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Training on the implementation of California State Standards 5000-5999: Services And Other Operating Expenditures Special Education \$23,600</p> <p>Training on the use of educational technology and software for academic support and remediation for students 5000-5999: Services And Other Operating Expenditures Other \$5,500</p> <p>Leadership development designed to improve professional learning communities, the evaluation process, educational practices related to student outcomes, and the development of 21st century skills. 5000-5999: Services And Other Operating Expenditures Other \$50,000</p>

CSTP best practices, including course-specific teacher collaboration/PLC, Advanced Placement, CTE, Assessment for Learning/ATI and BTSA 5000-5999: Services And Other Operating Expenditures Base \$30,000

Blended Learning Strategies: How to use Google Apps for Education, Google Classroom and online publisher materials, and other digital/online tools for learning. 5000-5999: Services And Other Operating Expenditures Base \$30,000

Multi-tiered systems of support training designed to align systems of communication to ensure timely responses to students' academic and emotional challenges 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000

ELD/SDAIE Instructional strategies/scaffolding curriculum for EL and RFEP students 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000

Special Education training of Education Specialists, Guidance Counselors, and Administrators to increase capacity to meet the needs of diverse learners and improve legal defensibility. 5000-5999: Services And Other Operating Expenditures Special Education \$30,000

Paraprofessional Training for EL and special education supports to increase capacity to meet needs of diverse learners. 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000

CSTP best practices, including course-specific teacher collaboration/PLC, Advanced Placement, CTE, Assessment for Learning/ATI and BTSA 5000-5999: Services And Other Operating Expenditures Other \$28,000

Blended Learning Strategies: How to use Google Apps for Education, Google Classroom and online publisher materials, and other digital/online tools for learning. 5000-5999: Services And Other Operating Expenditures Base \$75,000

Multi-tiered systems of support training designed to align systems of communication to ensure timely responses to students' academic and emotional challenges 5000-5999: Services And Other Operating Expenditures Supplemental \$11,000

ELD/SDAIE Instructional strategies/scaffolding curriculum for EL and RFEP students 5000-5999: Services And Other Operating Expenditures Other \$500

Special Education training of Education Specialists, Guidance Counselors, and Administrators to increase capacity to meet the needs of diverse learners and improve legal defensibility. 5000-5999: Services And Other Operating Expenditures Special Education \$5,000

Paraprofessional Training for EL and special education supports to increase capacity to meet needs of diverse learners. 5000-5999: Services And Other Operating Expenditures Base \$1,000

Action **2**

Actions/Services

**PLANNED**  
Curriculum Adoptions

**BUDGETED**  
State Standards aligned Board adopted print/online materials 4000-4999: Books And Supplies Base \$483,000

Expenditures

**ACTUAL**  
Curriculum Adoptions

**ESTIMATED ACTUAL**  
State Standards aligned Board adopted print/online materials 4000-4999: Books And Supplies Base \$583,000

Action **3**

Actions/Services

**PLANNED**  
Technology Integration and Blended Learning

**BUDGETED**  
Desktop replacement, Chromebook implementation, Wi-Fi upgrades 4000-4999: Books And Supplies Base \$400,000

Classified staff is needed to support the IT infrastructure and maintain equipment 2000-2999: Classified Personnel Salaries Base \$494,000

Expenditures

**ACTUAL**  
Technology Integration and Blended Learning

**ESTIMATED ACTUAL**  
Desktop replacement, Chromebook implementation, Wi-Fi upgrades 4000-4999: Books And Supplies Base \$400,000

Classified staff is needed to support the IT infrastructure and maintain equipment 2000-2999: Classified Personnel Salaries Base \$470,000

Action **4**

Actions/Services

**PLANNED**  
Academic/Career Services

**ACTUAL**  
Academic/Career Services

Expenditures	<p><b>BUDGETED</b></p> <p>Continue counselor services at all school sites 1000-1999: Certificated Personnel Salaries Base \$1,838,000</p> <p>Continue career guidance technicians at each of the comprehensive sites 2000-2999: Classified Personnel Salaries Base \$184,000</p> <p>Targeted counseling services for economically disadvantaged and EL students 1000-1999: Certificated Personnel Salaries Supplemental \$398,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Continue counselor services at all school sites 1000-1999: Certificated Personnel Salaries Base \$1,711,000</p> <p>Continue career guidance technicians at each of the comprehensive sites 2000-2999: Classified Personnel Salaries Base \$154,000</p> <p>Targeted counseling services for economically disadvantaged and EL students 1000-1999: Certificated Personnel Salaries Supplemental \$398,000</p>
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Action **5**

Actions/Services	<p><b>PLANNED</b></p> <p>Certificated FTEs to support well-rounded curricular offerings, including strong, standards-based core subjects and extensive elective options, including electives in career/technical, arts, health, and physical education, that support student development</p>	<p><b>ACTUAL</b></p> <p>Certificated FTEs to support well-rounded curricular offerings, including strong, standards-based core subjects and extensive elective options, including electives in career/technical, arts, health, and physical education, that support student development</p>
	<p><b>BUDGETED</b></p> <p>Positions supporting students meeting a-g and graduation requirements and supporting students meeting CTE pathway requirements including CSROP courses. 1000-1999: Certificated Personnel Salaries Base \$26,000,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Positions supporting students meeting a-g and graduation requirements and supporting students meeting CTE pathway requirements including CSROP courses. 1000-1999: Certificated Personnel Salaries Base \$26,800,000</p>

Action **6**

Actions/Services	<p><b>PLANNED</b></p> <p>Special Education Supports</p>	<p><b>ACTUAL</b></p> <p>Special Education Supports</p>
	<p><b>BUDGETED</b></p> <p>Certificated staff is needed to develop, implement and monitor IEPs 1000-1999: Certificated Personnel Salaries Base \$2,074,000</p> <p>Classified staff is needed to implement IEPs 2000-2999: Classified Personnel Salaries Base \$950,000</p> <p>Psychologists 1000-1999: Certificated Personnel Salaries Base \$599,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Certificated staff is needed to develop, implement and monitor IEPs 1000-1999: Certificated Personnel Salaries Base \$2,089,000</p> <p>Classified staff is needed to implement IEPs 2000-2999: Classified Personnel Salaries Base \$900,000</p> <p>Psychologists 1000-1999: Certificated Personnel Salaries Base \$599,000</p>

Action **7**

Actions/Services	<p><b>PLANNED</b></p> <p>English Learner Supports</p>	<p><b>ACTUAL</b></p> <p>English Learner Supports</p>
	<p><b>BUDGETED</b></p> <p>ELD Instruction 1000-1999: Certificated Personnel Salaries Supplemental \$85,000</p> <p>Bilingual Instructional Specialists 2000-2999: Classified Personnel Salaries Title I \$63,000</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>ELD Instruction 1000-1999: Certificated Personnel Salaries Supplemental \$88,000</p> <p>Bilingual Instructional Specialists 2000-2999: Classified Personnel Salaries Title I \$65,000</p>

Action **8**

Actions/Services	<p><b>PLANNED</b>  <b>Advancement Via Individual Determination</b></p>	<p><b>ACTUAL</b>  <b>Advancement Via Individual Determination</b></p>
Expenditures	<p><b>BUDGETED</b>                  Certificated FTEs 1000-1999: Certificated Personnel Salaries Supplemental \$217,000                  Curriculum 4000-4999: Books And Supplies Supplemental \$5,000                  College and Career Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental \$12,000                  AVID Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$18,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Certificated FTEs 1000-1999: Certificated Personnel Salaries Supplemental \$52,000                  Curriculum 4000-4999: Books And Supplies Supplemental \$8,000                  College and Career Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental \$12,000                  AVID Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$21,000                  Certificated FTEs 1000-1999: Certificated Personnel Salaries Other \$167,000</p>

Action **9**

Actions/Services	<p><b>PLANNED</b>  <b>Strategic Intervention Programs for Students Below Grade Level, Credit Deficient or in Danger of Failing</b></p>	<p><b>ACTUAL</b>  <b>Strategic Intervention Programs for Students Below Grade Level, Credit Deficient or in Danger of Failing</b></p>
Expenditures	<p><b>BUDGETED</b>                  Reading Strategies, Reading Improvement, and Algebra Foundations Courses 1000-1999: Certificated Personnel Salaries Supplemental \$202,000                  Targeted Class Size Reduction Courses in English and Mathematics, and Academic Support Classes for core academic subjects 1000-1999: Certificated Personnel Salaries Supplemental \$137,000                  Online personalized differentiated instruction learning software 4000-4999: Books And Supplies Supplemental \$95,000                  Intersession Credit Recovery 1000-1999: Certificated Personnel Salaries Supplemental \$40,000                  After School Academic Recovery 1000-1999: Certificated Personnel Salaries Supplemental \$93,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Reading Strategies, Reading Improvement, and Algebra Foundations Courses 1000-1999: Certificated Personnel Salaries Supplemental \$185,000                  Targeted Class Size Reduction Courses in English and Mathematics, and Academic Support Classes for core academic subjects 1000-1999: Certificated Personnel Salaries Supplemental \$139,000                  Online personalized differentiated instruction learning software 4000-4999: Books And Supplies Supplemental \$95,000                  Intersession Credit Recovery 1000-1999: Certificated Personnel Salaries Supplemental \$40,000                  After School Academic Recovery 1000-1999: Certificated Personnel Salaries Supplemental \$93,000</p>

Action **10**

Actions/Services	<p><b>PLANNED</b>  <b>Library Media Centers</b></p>	<p><b>ACTUAL</b>  <b>Library Media Centers</b></p>
Expenditures	<p><b>BUDGETED</b>                  Librarians 1000-1999: Certificated Personnel Salaries Base \$337,000                  Library Technicians 2000-2999: Classified Personnel Salaries Base \$169,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Librarians 1000-1999: Certificated Personnel Salaries Base \$337,000                  Library Technicians 2000-2999: Classified Personnel Salaries Base \$174,000</p>

Print, digital and online resources 4000-4999: Books And Supplies Base  
\$55,000

Print, digital and online resources 4000-4999: Books And Supplies Base  
\$41,000

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions/services planned for 2016-17 were implemented. Teachers and administrators were provided with professional development. New curriculum was adopted and implemented. Technology continues to be integrated and used by students and staff. The AVID program was expanded. Academic and credit recovery programs were offered. Schools were sufficiently staffed to deliver the breadth of program required for college and career readiness that includes funding MTSS Level 2 and Level 3 interventions.

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

The data reveals that the actions and services provided enabled the district to maintain its high status as measured by the California School Dashboards. While aggregate student performance remains high, the performance of low socioeconomic students, English learners, and students with disabilities continues to be lower. These subgroups did experience improved graduation rates, English test scores, CTE participation, and academic marks after the tenth grade. The implementation of MTSS Level 2 and Level 3 interventions will be a continued focus to ensure these targeted subgroups' performance improves.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Professional development expenditures are listed as other instead of Base and Supplemental. The district was able to fund the training using Educator Effectiveness funds, Title II funds and College Readiness Block Grant funds. However, there were some material differences. The following list explains the material differences:

- Training on the use of educational technology and software for academic support and remediation for students estimated actual is \$5,500 instead for \$10,000. Additional training was not needed due to existing faculty being already proficient in the use of the educational software.
- Blended Learning Strategies: How to use Google Apps for Education, Google Classroom and online publisher materials, and other digital/online tools for learning estimated actual is \$75,000 instead of \$50,000. This difference is the result of the faculty’s commitment to implementing the use of student devices in classrooms. There are now over 4,000 student classroom devices with the majority of academic courses having Board adopted digital curriculum to accompany traditional textbooks. Purchasing devices and software without training teachers on how to effectively use the technology to improve learning outcomes would lead to failure. The additional training has enabled faculty to develop lessons and units that utilize the new technology, increase students use and access to digital content and improve student engagement and content understanding.
- ELD/SDAIE Instructional strategies/scaffolding curriculum for EL and RFEP students estimated actual is \$500 instead of \$10,000. The difference is a result of training being held during regularly scheduled collaboration time and the experience level of existing ELD teachers. In addition, ELD teachers received training that was already counted under training on the use of educational software for academic support and remediation.
- Special Education training of Education Specialists, Guidance Counselors, and Administrators to increase capacity to meet the needs of diverse learners and improve legal defensibility estimated

actuals are \$5,000 instead of \$30,000. The difference is a result of training being held during regularly scheduled collaboration time and the use of SELPA trainers instead of third party vendors.

- Advanced Via Individual Determination was fully implemented, but only \$52,000 was expended using Supplemental funds. The remaining balance was funded using College Readiness Block Grant funds.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal remains a part of the LCAP. Based on analysis of the data, improving students achievement in mathematics continues to be an area of emphasis. Mathematics achievement and college readiness are interrelated. The data reveals that low socioeconomic students, English learners, and students with disabilities enter high school with a greater percentage of them not meeting grade level mathematics standards. In addition, these subgroups struggle to complete grade level math courses in high school with the majority of the students never attempting Algebra 2. The challenge is twofold; skill development and mindset. Students need academic support to complete course content and encouragement to want to pursue a rigorous course sequence that exceeds the minimum high school graduation requirements. Programs like AVID, after school Academic Recovery, support classes, and learning centers for students with disabilities are important Level 2 and Level 3 MTSS interventions designed to assist students with skill and knowledge acquisition but also mindset development.

While UC/CSU a-g rates have been flat in recent years, the expansion of AVID and other MTSS supports are expected to lead to an increase in the percentage of graduates meeting a-g requirements. CTE program participation continues to increase. These increases are attributed to the district's ability to obtain competitive grants that provide additional funding for career technical education programs. In the upcoming year, the district will continue to implement the Career Pathways Trust Grant, Career Technical Education Incentive Grant, and the Carl Perkins Grant.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 2

Develop schools where individual students are connected and supported to make healthy, responsible decisions

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Increase students participating in academic and athletic teams and cocurricular programs using 2014-15 as the baseline year

Increase the attendance rate with an emphasis on increasing the aggregate percentage rate for low socioeconomic students, foster youth, students with disabilities, and English learners using 2013-14 as the baseline year.

Decrease the percentage of student behaviors and actions that warrant home suspensions with an emphasis on decreasing the aggregate percentage rate for low socioeconomic students, foster youth, students with disabilities, and English learners using 2013-14 as the baseline year.

Increase the percentage of students participating in asset development activities using 2014-15 as the baseline year.

Increase the number of students participating in AVID using 2013-14 as the baseline year

Increase positive student responses on the Healthy Kids Survey related to students' experiences and feelings about school using baseline data from fall 2014 (Note: survey will be administered in the fall on even years)

#### ACTUAL

Although there was a slight drop in the percentage of involvement in Extra-Curricular activities within the overall student population, the percentage of involvement for low socioeconomic students and for students with disabilities increased.

For the overall student population there have been some slight increases in percentage of students who received absent letters with low socioeconomic students increasing at a slightly greater rate than the overall student population. Percentage of special education students who received absent letters in 2015-16 went down from the percentage who received letters in 2013-14.

Suspension rates remain high within the low socioeconomic students and students with disabilities subgroups with the rate in both of these subgroups double the rate for the overall student population, although they have dropped slightly when comparing 2013-14 data with 2015-16 data. In comparison with 2013-14 data, the 2015-16 overall suspension rate has declined slightly.

The percentage of students who have taken a leadership role in asset development activities has remained constant when comparing 2014-15 with 2015-16 rates. There was a slight drop within the low socioeconomic subgroups, from 13% in 2014-15 to 11% in 2015-16, although this percentage was still slightly higher than within the overall student population.

Overall participation in AVID increased from 3% to 4% of the student population. Low socioeconomic student participation increased from 8% to 11%. English learner participation increased from 0% to 10%.

Increase positive parent responses on the EDUHSD parent survey related to students' experiences and feelings about school using 2013-14 data as a baseline.

According to the District Climate Report Card produced by WestEd, EDUHSD ranks within the top 87th percentile in relation to all other high schools in the state in terms of results on the California Healthy Kids Survey core module and the 84th percentile when compared to other districts with similar demographics. The overall score was exactly the same for school years 2014-15 and 2016-17. Scores for the subscales that are included in the Overall Supports and Engagement category declined moderately, while scores within the category of Overall Low Violence and Substance Use had moderate increases.

A comparative analysis of parent survey results from this year and an averaging for previous years was conducted. Access to high quality textbooks and instructional materials remained strong with 82.7% responding positively. Items related to quality of instruction had about a 65% positive response and were relatively unchanged. Students access to a broad course of study remained strong at 85.7% positive responses and had improved somewhat. Students receiving good advice from the school on choosing courses had an improved 69% positive responses. Emphasis placed on attendance remained strong at 93% positive approval responses. Encouraging parental/guardian participation remained unchanged. Being informed of a-g course requirements received 65.4% positive responses and had declined slightly. Students feeling safe at school went up to 80.4% positive responses. Students and parents being treated respectfully remained strong with 77% and 83.3% positive responses. Having adults that really care about students had 72.7% positive responses and was the first time this item was on the survey.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	<b>1</b>	
Actions/Services	<p><b>PLANNED</b> Academic/athletic teams and co-curricular programs</p>	<p><b>ACTUAL</b> Academic/athletic teams and co-curricular programs</p>
Expenditures	<p><b>BUDGETED</b> Coaching Stipends for Athletics and Co-curricular 1000-1999: Certificated Personnel Salaries Base \$662,000  Funds to support California Interscholastic Federation athletic teams 5000-5999: Services And Other Operating Expenditures Base \$381,000</p>	<p><b>ESTIMATED ACTUAL</b> Coaching Stipends for Athletics and Co-curricular 1000-1999: Certificated Personnel Salaries Base \$668,000  Funds to support California Interscholastic Federation athletic teams 5000-5999: Services And Other Operating Expenditures Base \$381,000</p>

Action **2**

Actions/Services	<b>PLANNED</b> Maintenance and improvements to facilities	<b>ACTUAL</b> Maintenance and improvements to facilities
Expenditures	<b>BUDGETED</b> Modernization and improvements to learning environments 6000-6999: Capital Outlay Other \$250,000	<b>ESTIMATED ACTUAL</b> Modernization and improvements to learning environments 6000-6999: Capital Outlay Other \$1,059,000

Action **3**

Actions/Services	<b>PLANNED</b> Professional development	<b>ACTUAL</b> Professional development
Expenditures	<b>BUDGETED</b> Training-related asset development activities 5000-5999: Services And Other Operating Expenditures Base \$30,200 Training for coaches related to positive interactions with student-athletes, parents, and community members 1000-1999: Certificated Personnel Salaries Base \$10,000	<b>ESTIMATED ACTUAL</b> Training-related asset development 5000-5999: Services And Other Operating Expenditures Base \$30,200 Training for coaches related to positive interactions with student-athletes, parents, and community members 1000-1999: Certificated Personnel Salaries Base \$9,650

Action **4**

Actions/Services	<b>PLANNED</b> Asset development programs	<b>ACTUAL</b> Asset development programs
Expenditures	<b>BUDGETED</b> Supplies and materials 4000-4999: Books And Supplies Base \$5,000 Non-district facilitators 5800: Professional/Consulting Services And Operating Expenditures Base \$24,000	<b>ESTIMATED ACTUAL</b> Supplies and Materials 4000-4999: Books And Supplies Base \$4,365 Non-district facilitators 5800: Professional/Consulting Services And Operating Expenditures Base \$21,400

Action **5**

Actions/Services	<b>PLANNED</b> Site based student support services	<b>ACTUAL</b> Site based student support services
Expenditures	<b>BUDGETED</b> Nurses 1000-1999: Certificated Personnel Salaries Base \$272,000 Health Technicians, Attendance Clerks, and Campus Monitors 2000-2999: Classified Personnel Salaries Base \$962,000 Connection Coordinators 1000-1999: Certificated Personnel Salaries Supplemental \$71,000 Athletic Directors 1000-1999: Certificated Personnel Salaries Base \$85,000 Activities Directors 1000-1999: Certificated Personnel Salaries Base \$72,000 Principals and Assistant Principals 1000-1999: Certificated Personnel Salaries Base \$2,251,000	<b>ESTIMATED ACTUAL</b> Nurses 1000-1999: Certificated Personnel Salaries Base \$205,000 Health Technicians, Attendance Clerks, and Campus Monitors 2000-2999: Classified Personnel Salaries Base \$861,000 Connection Coordinators 1000-1999: Certificated Personnel Salaries Supplemental \$69,000 Athletic Directors 1000-1999: Certificated Personnel Salaries Base \$85,000 Activities Directors 1000-1999: Certificated Personnel Salaries Base \$69,000 Principals and Assistant Principals 1000-1999: Certificated Personnel Salaries Base \$2,364,000

Assistant Principals 1000-1999: Certificated Personnel Salaries Supplemental \$231,000  
 Nurse staffing above Base services for targeted support 1000-1999: Certificated Personnel Salaries Supplemental \$89,000  
 Alternative Education Transportation 2000-2999: Classified Personnel Salaries Supplemental \$174,000

Assistant Principals 1000-1999: Certificated Personnel Salaries Supplemental \$222,000  
 Nurse staffing above Base services for targeted support 1000-1999: Certificated Personnel Salaries Supplemental \$90,000  
 Alternative Education Transportation 2000-2999: Classified Personnel Salaries Supplemental \$174,000

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services planned for the 2016-17 school year were implemented. The district financially supported athletic and co-curricular programs where students can form positive connections to peers and staff members, be challenged by activities that require sustained effort and focus, and develop constructive personal/internal assets. Modernization and improvements to the facilities where these activities occur were performed. Professional development that assisted staff with their ability to provide services that help students to develop positive internal and external assets was performed. Coaches were trained on how to maintain appropriate and asset developing relationships with students. Professional/Consulting Services were utilized that helped schools to maintain and improve school environments that are conducive to students being able to develop positive external and internal assets. Support services were provided to carry out the activities associated with the goal.

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

The district maintained its high comparative ranking on the results of the Health Kids Survey which was administered in the fall of 2016. The district ranks in the 87th percentile when compared to all high schools and 84th percentile when compared to district with similar student demographics. The district improved on its already high ranking in the low violence and substance use subgroup. Specific areas of the survey can be improved upon by individual schools in order to ensure the best possible school climate for all our students. Overall suspension rates declined, but the rate of suspension among socioeconomic and special education students remained higher than with the general population. The district maintained its high rate of participation in extra and co-curricular activities. There was not any substantive change in the percentage of students who received absent letters. The district maintains a comparative good attendance rate but will continue to monitor to ensure this continues and to work on the relatively higher absence rates with low socioeconomic students. In regards to the parent survey, the district is pleased with high positive response with quality of instructional materials, students feeling safe at school, students and parents being treated respectfully, and well maintained schools. Parents' awareness of a-g course requirements and encouragement of parent participation can be enhanced.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The capital outlay expenditures increased as a result of modernization at Ponderosa High School. Ponderosa science classrooms and the culinary facility were updated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on analysis of data, the district will continue to emphasize the use of the California Healthy Kids Survey as a means to identify to what degree schools serve as strong external assets for all students and help them develop personal internal assets as well. The district is committed to making our schools places where students feel emotionally, socially, and physically safe and supported. The district will also strive to reduce the suspension rates and improve attendance with special education, socioeconomic disadvantaged and foster youth students. The district will consider the goal statement and annual measurable outcomes for this goal and ensure they reflect the present priorities the district has in terms of desired outcomes for students.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 3

Promote and support an environment throughout the District where staff members effectively communicate with each other and all stakeholders

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Increase positive parent responses on the EDUHSD parent survey related to parents' interactions with schools and staff using 2014 data as a baseline

Incorporate the LCAP process into the annual continuous improvement cycle

Incorporate feedback generated from councils, committees, and advisories in school and district plans

#### ACTUAL

Overall the district experienced increased positive responses on the parent survey related to parent's interactions with school and staff. Parents reported increased satisfaction as it relates to their students having quality textbooks and instructional materials, learning experiences that actively engage their student, preparing their student to be college and career ready, providing academic support when needed, exposure to a broad course of study, clear and timely advice when choosing courses, and that their student feels safe at school. Areas of needed growth focus on the school seeking increased parent input and participation as well as a desire for more information about California State University and University of California a-g requirements for admission.

The district effectively incorporated the LCAP process as a tool. The LCAP process promotes a culture of continuous improvement in order to advance student outcomes and relies on multiple measures to provide the information necessary to engage in improvement efforts. Annually, actions and services are adjusted based on data analysis and stakeholder feedback. Adjustments are made to better meet identified needs in the district.

The continuous improvement cycle for schools and the district requires feedback from stakeholders. At the school site level, single plans for student achievement are developed with input from school staff, students, and parents. Numerous district level committees meet to discuss issues related to different aspects of district management. The purpose of the committees is to provide stakeholders with opportunities to provide input prior to decisions being made regarding resource allocation and administrative regulations.

In 2016-17 develop and implement a communication plan that includes social media and parent outreach software with two-way communication features

A Strategic Communications Plan was adopted by the Board of Trustees on March 28, 2017. The Strategic Communications Plan is to increase the visibility of the district, by demonstrating leadership, positioning priorities and increasing awareness as the institution in the community by being an exemplary employer and champion for local students. The objective of all communications is to bring the district closer to achieving the organizational mission and goals. The Strategic Communications Plan, 2017/18, has been shared with stakeholder groups throughout the district and school sites. Feedback from those groups has been considered and incorporated within the Communications Plan as needed.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	<b>1</b>	
Actions/Services	<p><b>PLANNED</b> Communication tools and software</p>	<p><b>ACTUAL</b> Communication tools and software</p>
Expenditures	<p><b>BUDGETED</b> Parent Square, Aeries.net Parent Portal, Google Forms (survey tools as part of Google Apps for Education) 5000-5999: Services And Other Operating Expenditures Base \$45,000 Website platform/hosting sevice 5000-5999: Services And Other Operating Expenditures Base \$12,000</p>	<p><b>ESTIMATED ACTUAL</b> Parent Square, Aeries.net Parent Portal, Google Forms (survey tools as part of Google Apps for Education) 5000-5999: Services And Other Operating Expenditures Base \$52,000 Website platform/hosting sevice 5000-5999: Services And Other Operating Expenditures Base \$7,000</p>

Naviance 5000-5999: Services And Other Operating Expenditures Supplemental \$16,000

Naviance 5000-5999: Services And Other Operating Expenditures Supplemental \$20,000

Action **2**

Actions/Services	<b>PLANNED</b> Professional Development
Expenditures	<b>BUDGETED</b> Training related to use of technology for communication (Aeries.net, Naviance, Parent Square, Social Media) 5000-5999: Services And Other Operating Expenditures Base \$24,000

Actions/Services	<b>ACTUAL</b> Professional Development
Expenditures	<b>ESTIMATED ACTUAL</b> Training related to use of technology for communication (Aeries.net, Naviance, Parent Square, Social Media) 5000-5999: Services And Other Operating Expenditures Base \$10,000

Action **3**

Actions/Services	<b>PLANNED</b> Community Outreach
Expenditures	<b>BUDGETED</b> Administrative Communications Specialist 2000-2999: Classified Personnel Salaries Base \$68,000 District publications: Student Handbook, Course Directory, Athletic Handbook, Student Calendar, CTE Brochures 4000-4999: Books And Supplies Base \$35,000 Community Forums on Educational Issues Supplemental \$25,000 Targeted Spanish Speaking Parent Outreach Facilitation 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000

Actions/Services	<b>ACTUAL</b> Community Outreach
Expenditures	<b>ESTIMATED ACTUAL</b> Other Administrative Communications Specialist 2000-2999: Classified Personnel Salaries Base \$64,000 District publications: Student Handbook, Course Directory, Athletic Handbook, Student Calendar, CTE Brochures 4000-4999: Books And Supplies Base \$35,000 Community Forums on Educational Issues Other \$25,000 Targeted Spanish Speaking Parent Outreach Facilitation 5000-5999: Services And Other Operating Expenditures Supplemental \$8,000

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The listed actions and services designed to promote and support an environment throughout the district where staff members effectively communicate with each other and all stakeholders were implemented with fidelity. The creation and subsequent Board adoption of a Strategic Communications Plan involved numerous staff and community efforts and went through several draft versions. The effort to finalize the Strategic Communications Plan epitomizes the desire to effectively communicate. In addition, the deployment of a new two-way communication platform, ParentSquare, was accomplished creating a district and school managed social media software platform for communication. The Spanish speaking parent outreach meetings were well managed and facilitated.

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

The LCAP process affords the district the ability to celebrate strengths and focus on areas of needed improvement while working to improve the performance of economically disadvantaged students, foster youth, and English learners; to close the achievement gap. To this end, the district has identified strategic planning goals that guide staff to use LCAP data to design annual SMART Goals and a multiple tiered systems of support that focuses on academic support and the social emotional development of our students. With district guidance, each school has developed and implemented SMART Goals that are designed to address the needs of identified students. MTSS work has recently been underway to support the alignment of our interventions. Outcomes of this work have resulted in AVID across the district, connections coordinators whose work is focused on LCAP identified student's academic and support needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district spent \$10,000 instead of \$24,000 on professional development. The estimated cost of training staff on how to use ParentSquare was over estimated. Community forums were held but did not use LCAP supplemental funds. Events included the following topics: Developing a Growth Mindset, College Preparation and Application Process, Resiliency, Career Expo, and Emotional Well-Being.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on feedback from stakeholders the necessity to communicate effectively is on-going. Constant maintenance and refinement of efforts are needed to ensure groups are able to provide input and recommendations regarding LCAP actions and services.