

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: El Dorado Union High School District **Contact (Name, Title, Email, Phone Number):** Chris Hoffman, Superintendent, choffman@eduhd.net, (530) 622-5081 **LCAP Year:** 2014-2015

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.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The El Dorado Union High School District facilitated a comprehensive stakeholder engagement process designed to gain feedback from a wide cross section of our education community. The process included more than twenty stakeholder groups and generated feedback that directly impacted the goals, indicators of progress, and specific actions outlined in this Local Control Accountability Plan.</p>	
<p>The stakeholder groups including the make of each group are listed below:</p> <p>Principals’ Council</p> <ul style="list-style-type: none"> • Comprehensive Site Principals • Alternative Education Leaders • Cabinet <p>Site Council El Dorado HS</p> <ul style="list-style-type: none"> • Parents • Students • Teachers • Classified • Management 	

Involvement Process	Impact on LCAP
<p>Oak Ridge HS Site Council</p> <ul style="list-style-type: none"> • Parents • Students • Teachers • Classified • Management <p>Budget Advisory Committee</p> <ul style="list-style-type: none"> • Teachers • Classified • Management • Parents • Community Members <p>Leadership Team Independence HS</p> <ul style="list-style-type: none"> • Parents • Students • Teachers • Classified • Management <p>Ponderosa HS Management Team</p> <ul style="list-style-type: none"> • Site Administrators • Counselors • Psychologist <p>Oak Ridge HS Management Team</p> <ul style="list-style-type: none"> • Site Administrators • Counselors • Psychologist <p>Ponderosa HS Site Council</p> <ul style="list-style-type: none"> • Parents • Students • Teachers • Classified • Management <p>Independence High School Associated Student Body</p> <ul style="list-style-type: none"> • ASB Officers • Student Reps 	

Involvement Process	Impact on LCAP
<p>EDHUSD Virtual Academy</p> <ul style="list-style-type: none"> • Site Faculty <p>Standards and Instructional Leadership Team (SILT)</p> <ul style="list-style-type: none"> • Teacher • Curriculum Leaders • Classified Staff • Management Staff <p>School Psychologists</p> <ul style="list-style-type: none"> • School Psychologists <p>Standards and Instructional Leadership Team (SILT)</p> <ul style="list-style-type: none"> • Teacher • Curriculum Leaders • Classified Staff • Management Staff <p>El Dorado County Multidisciplinary Committee</p> <ul style="list-style-type: none"> • Representatives from County Social Service Providers • Child Parent Resource Team <p>Social Service Agencies:</p> <ul style="list-style-type: none"> • Law Enforcement • Child Protective Services (CPS) • New Morning Counseling Services <p>Foster Family Agencies:</p> <ul style="list-style-type: none"> • Big Brothers • Big Sisters • Foster Youth Liaison <p>Education:</p> <ul style="list-style-type: none"> • EDUHSD • PUSD • SELPA <p>Union Mine HS Site Council</p> <ul style="list-style-type: none"> • Parents • Students • Teachers • Classified • Management 	

Involvement Process	Impact on LCAP
<p>Virtual Academy Advisory Committee</p> <ul style="list-style-type: none"> • Parents • Students • Staff <p>Virtual Academy Student Leadership</p> <ul style="list-style-type: none"> • Student Leaders 	
<p>Each of the stakeholder groups engaged in multiple processes designed to gather feedback. The first process occurred during January 2014. Each group participated in a process to review and understand the 8 State Priorities and assess the degree to which these priorities were directly addressed by the EDUHSD Strategic Goals adopted by the Board of Trustees in April 2013. Each group was asked to select the best descriptor of the alignment between the State Priorities and EDUHSD Strategic Goals. The three options were:</p> <ol style="list-style-type: none"> 1) Yes, the 8 State Priorities are embedded in the EDUHSD Strategic Goals (Please indicate any notes or comments) 2) Most of the 8 State Priorities are embedded in the EDUHSD Strategic Goals (Please indicate which are not embedded) 3) No, the 8 State Priorities and the EDUHSD Strategic Goals do not align well (Please explain) <p>Feedback from each of these groups was collected and posted on the district's website under the heading "About the new State Local Control Funding (LCFF and LCAP) (http://www.eduhsd.net/LCFF-LCAP.htm).</p> <p>The second process engaged each of the stakeholder groups as well. This process occurred during February and March and asked each group to identify key "Indicators of Progress" necessary to measure the progress being made in meeting the identified goals. The information was also collected and posted on the district's website. Key indicators that were identified included:</p> <ul style="list-style-type: none"> • Graduation Rate (9th to 12th Grade Cohort) • % Completed California State Entrance Requirements (a–g) • % of Students Participating in Career Technical Education (CTE) Courses • % of Students Completing a Pathway of CTE Courses • % of 10th–12th Graders Taking Advanced Placement Courses • % of 10th–12th Graders Passing Advanced Placement Exams • % of 11th Graders Scoring “College Ready” on English State Test • % of 11th Graders Scoring “College Ready” on Math State Test • % of 10th Graders Completing English 2, Geometry, Biology, and World History with C or better 	<p>As a direct result of stakeholder feedback regarding the alignment of the 8 State Priorities and the EDUHSD Strategic Goals, the district goals were amended and readopted by the Board of Trustees in April of 2014. Of the 22 groups that participated in this process, 19 found that the EDUHSD Strategic Goals aligned with the 8 State Priorities and 3 groups found that most the of the priorities were embedded. While the Board was encouraged that alignment existed between the two, stakeholder groups made important recommendations for modifying the strategic goals to further tighten the alignment. Specific changes to the goals included adding clear language recognizing the students specifically identified in the LCFF and LCAP adopted regulations.</p> <p>The following statements were added to the revised goals:</p> <p>The El Dorado Union High School District commits to improving the performance of all our students while closing the achievement gap for our economically disadvantaged students, individuals with exceptional needs, English learners, and foster youth. These “Strategic Planning Goals” and “Actions toward progress” outline the strategies and resources necessary to meet this commitment.</p> <p>In addition to this overarching statement, language changes were made to clarify education-specific language making it easier to understand by all stakeholder groups, and information was also added clarifying the breadth of curricular offerings, Williams Act requirements, and clarification regarding parent communication. The revised EDUHSD Strategic Goals can be found on the district website at the following link: http://www.eduhsd.net/Forms-PUBLIC/2014-18%20SPG4%20Final%20updated.pdf</p> <p>The second process clarified the indicators of progress that appear in goals and action sections of the district's LCAP.</p>

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> • % of 10th Graders Completing 120 or more Credits with 2.5 GPA • 1st Time Pass Rate on CAHSEE English Language Arts • 1st Time Pass Rate on CAHSEE Math • % of 10th Graders Completing 4-Year Academic Plan, a Career Exploration Unit and also identified at least one career option • % of 12th Graders Completing a Postsecondary Action Plan Detailing Plans for 2 Years after High School • % of Students Participating in Academic and Athletic Teams and Co-Curricular Programs • Attendance Rate • % of Students Participating in Facilitated Asset Development Activities • % of Students Participating in Advancement Via Individual Determination Program (AVID) • Suspension and Expulsion Rates per 100 • % of Students Responding “Strongly Agree or Agree” to Key California Healthy Kid Survey Questions • % of Parents Responding to Key Questions from the EDUHSD Parent Survey 	
<p>With the stakeholder feedback collected, work on the LCAP document started. Three of the five EDUHSD Strategic Goals were selected for inclusion in the LCAP:</p> <p>Prepare college-ready and career-ready students to successfully meet entrance and performance requirements of postsecondary institutions</p> <p>Develop schools where individual students are connected and supported to make healthy, responsible decisions</p> <p>Promote and support an environment throughout the District where staff members effectively communicate with each other and all stakeholders</p> <p>We believe these three goals set a clear direction to meet the needs of all students, including our economically disadvantaged students, individuals with exceptional needs, English learners, and foster youth. The other two goals focus on professional development and aligning our fiscal resources to support the other goals. Professional development is found throughout the EDUHSD LCAP, and the LCAP also contains detailed information about how we will allocate resources to support our designated goals.</p>	<p>The goals outlined in the EDUHSD LCAP come directly from the District's Strategic Goals, and these goals were refined through our LCAP development process that included significant feedback from our stakeholders.</p>
<p>The Board of Trustees provided input and direction at several intervals throughout the process. Specific Board of Trustee meetings where information was shared and feedback was provided include:</p> <p>January 28 Update on Governor's Proposed 2014–15 Budget Including the Local</p>	<p>Throughout the LCAP development process the Board of Trustees was kept informed, and their feedback and direction were sought. The feedback from our stakeholder groups and the Board of Trustees is found throughout the EDUHSD LCAP.</p>

Involvement Process	Impact on LCAP
<p>Control and Accountability Plan (LCAP) February 11 Superintendent Update to the Board of Trustees February 25 Local Control Accountability Update March 25 Superintendent Update to the Board of Trustees April 8 Review and Approval of Revised 2014-18 District Strategic Planning Goals Superintendent Update to the Board of Trustees May 13 Board Guidance for Fiscal Year 2014-15 LCAP and Budget June 10 Draft LCAP and Public Hearing June 24 LCAP Adopted</p>	

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

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 and COEs, 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	
<p>Identified Needs: Increase the number of students passing the Early Assessment Program assessments and meeting UC/CSU a–g admission requirements</p> <p>Increase the number of students qualifying to enroll in transferable, college-level courses and career-specific programs of study</p> <p>Increase the number of students taking Advanced Placement courses and passing exams</p> <p>Support well-rounded curricular offerings, including strong, standards-based core subjects and extensive elective options, including electives in career/technical, the arts, health, and physical education,</p>	<p>Prepare college-ready and career-ready students to successfully meet entrance and performance requirements of postsecondary institutions</p>	<p>The El Dorado Union High School District commits to improving the performance of all our students while closing the achievement gap for our economically disadvantaged students, individuals with exceptional needs, English learners, and foster youth.</p>	<p>All Schools</p>	<p>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</p> <p>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</p> <p>Increase percentage of</p>	<p>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</p> <p>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</p> <p>Increase percentage of</p>	<p>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</p> <p>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</p> <p>Increase percentage of</p>	<ol style="list-style-type: none"> 1. Demonstrate compliance with Williams requirements reporting appropriate teacher assignment, sufficient instructional materials, facilities in good repair 2. Implementation of the academic content and performance standards, including how the programs and services will enable English learners to access the common core academic content standards and the English Language Development standards 3. Parental Involvement, including efforts to seek parent input in making decisions for the school district 	

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 and COEs, 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	
<p>that support student development of personal responsibility and life skills essential to successful participation in a democratic society</p> <p>Engage students and families in the planning and execution of individual 6-year high school and transition plans with the aid of online college and career resources</p> <p>Evaluate academic support models, expand as necessary, and improve responses to students requiring additional support</p> <p>Provide all students with similar experiences, subject matter, and expectations across the District, including highly trained staff and high quality</p>					<p>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</p> <p>Increase 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</p>	<p>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</p> <p>Increase 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</p>	<p>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</p> <p>Increase 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</p>	<p>and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs</p> <p>4. Pupil achievement as measured by multiple indicators, including assessment data, college readiness, and language proficiency</p> <p>7. The extent pupils have access to, and are enrolled in, a broad course of study that includes core subject area (English, math, social science, science, VAPA,</p>

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 and COEs, 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	
<p>instructional materials</p> <p>Utilize data from local, state, and federal assessments to monitor progress and identify areas of focus</p> <p>Develop accountable Professional Learning Teams across the district focused on improving instructional practices and other services</p> <p>Utilize the Professional Learning Teams to become versed in the most current research on effective instruction and examination of student work and data which promotes achievement for all students</p> <p>Provide professional development to support the effective implementation of common core standards</p>					<p>Increase First Time Pass Rate on the CAHSEE for English and Mathematics with an emphasis on improving the aggregate pass rate for low socioeconomic students, foster youth, students with disabilities, and English learners</p> <p>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,</p>	<p>Increase First Time Pass Rate on the CAHSEE for English and Mathematics with an emphasis on improving the aggregate pass rate for low socioeconomic students, foster youth, students with disabilities, and English learners</p> <p>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,</p>	<p>Increase First Time Pass Rate on the CAHSEE for English and Mathematics with an emphasis on improving the aggregate pass rate for low socioeconomic students, foster youth, students with disabilities, and English learners</p> <p>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,</p>	<p>health, physical education, CTE, etc.)</p> <p>8. Pupil outcomes, if available, in subject areas comprising a broad course of study, including participation in career technical, visual & performing arts, and physical education courses, as well as cocurricular activities</p>

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 and COEs, 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	
<p>Evaluate effectiveness of instructional programs, staff development options, and non-instructional programs to determine effectiveness of each with relation to established expectations</p> <p>Metrics for Identified Needs</p> <ul style="list-style-type: none"> Cohort Graduation Rate Percentage of Graduates Meeting UC/CSU a-g <p>Requirements</p> <ul style="list-style-type: none"> Percentage of Students Participating in CTE Courses Percentage of Graduates Completing a Pathway of CTE 					<p>and English learners</p> <p>Increase percentage of 10th graders completing a 4-Year academic plan so that in 2015 all students have completed one.</p>	<p>and English learners</p> <p>Increase the percentage of 10th graders completing a 4-Year academic plan and completing career exploration unit that culminates with students identifying at least one career option</p> <p>Increase the percentage of 12th graders completing a postsecondary action plan detailing plans for two years after high school</p> <p>Increase the percentage of students participating in CTE courses using 2013 as a baseline</p> <p>Increase the percentage of students participating in</p>	<p>and English learners</p> <p>All 10th graders complete a 4-Year academic plan and complete career exploration unit that culminates with students identifying at least one career option</p> <p>All 12th graders complete a postsecondary action plan detailing plans for two years after high school</p> <p>Increase the percentage of students participating in CTE courses using 2013 as a baseline</p> <p>Increase the percentage of students</p>	

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 and COEs, 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	
<ul style="list-style-type: none"> Courses Percentage of 10th-12th Graders Taking AP Courses Percentage of 10th-12th Graders Passing AP Exams Percentage of 11th Graders Scoring College Ready on the EAP for English Language Arts and Mathematics Percentage of 10th Graders Completing English 2, Geometry, Biology, and World History with a C Mark or Better Percentage of 10th Graders Completing 120 					<p>CTE courses using 2013 as a baseline</p> <p>Increase the percentage of students completing a pathway of CTE courses using 2013 as a baseline</p>	<p>completing a pathway of CTE courses using 2013 as a baseline</p>		

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 and COEs, 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	
or More Credits with a 2.5 GPA or Higher <ul style="list-style-type: none"> • First Time Pass Rate on the CAHSEE for English and Mathematics • Percentage of 10th Graders Completing a 4-Year Academic Plan, Career Exploration Unit, and Establishing at Least One Career Aspiration/Option • Percentage of 12th Graders Completing a Postsecondary Action Plan Detailing Plans for 2-Years After Graduation 								

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 and COEs, 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	
<p>Provide caring, encouraging school environments where students connect with supportive adults</p> <p>Increase number of students involved in cocurricular/ extracurricular activities</p> <p>Provide students with safe and well-maintained learning environments that are conducive to college and career preparation</p> <p>Utilize the Healthy Kids Survey biannually to monitor student acquisition of developmental assets of successful adolescents and experiences at our schools</p> <p>Implement online learning models, including remote</p>	<p>Develop schools where individual students are connected and supported to make healthy, responsible decisions</p>	<p>All Students</p>	<p>All Schools</p>	<p>Increase students participating in academic and athletic teams and cocurricular programs</p> <p>Increase the attendance rate with an emphasis on improving the aggregate percentage rate for low socioeconomic students, foster youth, students with disabilities, and English learners</p> <p>Decrease in student behaviors and actions that warrant home suspensions with an emphasis on decreasing the aggregate percentage rate for low socioeconomic</p>	<p>Increase students participating in academic and athletic teams and cocurricular programs</p> <p>Increase the attendance rate with an emphasis on decreasing the aggregate percentage rate for low socioeconomic students, foster youth, students with disabilities, and English learners</p> <p>Decrease in student behaviors and actions that warrant home suspensions with an emphasis on decreasing the aggregate percentage rate for low socioeconomic</p>	<p>Increase students participating in academic and athletic teams and cocurricular programs</p> <p>Increase the attendance rate with an emphasis on improving the aggregate percentage rate for low socioeconomic students, foster youth, students with disabilities, and English learners</p> <p>Decrease in student behaviors and actions that warrant home suspensions with an emphasis on decreasing the aggregate percentage rate for low socioeconomic</p>	<p>1. Demonstrate compliance with Williams requirements reporting appropriate teacher assignment, sufficient instructional materials, facilities in good repair</p> <p>3. Parental Involvement, including efforts to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs</p>	

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 and COEs, 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	
<p>access, at alternative education sites and evaluate conceivability of implementation at comprehensive sites</p> <p>Monitor and evaluate outcomes of strategies designed to retain and support students and revise as necessary</p> <p>Monitor and address key pupil engagement measures, including attendance, chronic absenteeism, dropout, and graduation</p> <p>Facilitate processes where staff from related services across the District work collaboratively to identify, share, and implement best practices</p> <p>Metrics for Identified Needs</p> <ul style="list-style-type: none"> Percentage of students 				<p>students, foster youth, students with disabilities, and English learners</p> <p>Increase the percentage of students participating in asset development activities</p> <p>Increase the number of students participating in AVID</p> <p>Increase positive student responses on the Healthy Kids Survey related to students' experiences and feelings about school (Note: survey will be administered in even years)</p>	<p>students, foster youth, students with disabilities, and English learners</p> <p>Increase the percentage of students participating in asset development activities</p> <p>Increase the number of students participating in AVID</p> <p>Increase positive student responses on the Healthy Kids Survey related to students' experiences and feelings about school using baseline data from fall 2012 (Note: survey will be administered</p>	<p>students, foster youth, students with disabilities, and English learners</p> <p>Increase the percentage of students participating in asset development activities</p> <p>Increase the number of students participating in AVID</p> <p>Increase positive student responses on the Healthy Kids Survey related to students' experiences and feelings about school using fall 2012 baseline data (Note: survey will be proctored in even</p>	<p>5. Pupil engagement as measured by multiple indicators, including rates associated with attendance, chronic absenteeism, dropout, and high school graduation</p> <p>6. School climate as measured by multiple indicators, including suspension and expulsion rates as well as other local measures assessing safety and school connectedness</p> <p>8. Pupil outcomes, if available, in subject areas comprising a broad course of study, including participation in career technical, visual & performing arts, and physical education courses, as well as cocurricular activities</p>	

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 and COEs, 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	
<p>participating in Academic teams and cocurricular programs</p> <ul style="list-style-type: none"> Attendance rate Percentage of students participating in facilitated asset development activities Percentage of students in AVID Suspension and expulsion rates per 100 Percentage of students responding identified Healthy Kids Survey Questions Percentage of parents responding to identified questions from the EDUHSD 					<p>Increase positive parent responses on the EDUHSD parent survey related to students' experiences and feelings about school using 2014 data as a baseline</p>	<p>in even years)</p> <p>Increase positive parent responses on the EDUHSD parent survey related to students' experiences and feelings about school using 2014 data as a baseline</p>	<p>years)</p> <p>Increase positive parent responses on the EDUHSD parent survey related to students' experiences and feelings about school using 2014 data as a baseline</p>	

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 and COEs, 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	
survey								
<p>Develop processes that encourage productive discourse among staff members across the district</p> <p>Develop, maintain, and improve communication tools that promote two-way communication between the District/School Sites and stakeholder groups, including staff, parents, students, and community members</p> <p>Seek and act upon input from stakeholder groups, including staff, students, parents, and community members</p> <p>Maintain and improve relationships between District and employee organizations</p>	Promote and support an environment throughout the District where staff members effectively communicate with each other and all stakeholders	All Students	All Schools		<p>Increase positive parent responses on the EDUHSD parent survey related to parents' interactions with schools and staff using 2014 data as a baseline</p> <p>Incorporate the LCAP process into the annual continuous improvement cycle; given the expanded timeline for development in 14-15</p> <p>Incorporate feedback generated from councils, committees and advisories in school and district plans</p>	<p>Increase positive parent responses on the EDUHSD parent survey related to parents' interactions with schools and staff using 2014 data as a baseline</p> <p>Incorporate the LCAP process into the annual continuous improvement cycle</p> <p>Incorporate feedback generated from councils, committees, and advisories in school and district plans</p> <p>Increase students and parents using Naviance for</p>	<p>Increase positive parent responses on the EDUHSD parent survey related to parents' interactions with schools and staff using 2014 data as a baseline</p> <p>Incorporate the LCAP process into the annual continuous improvement cycle</p> <p>Incorporate feedback generated from councils, committees, and advisories in school and district plans</p> <p>Increase students and parents using Naviance for</p>	<p>3. Parental Involvement, including efforts to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs</p> <p>5. Pupil engagement as measured by multiple indicators, including rates associated with attendance, chronic absenteeism,</p>

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 and COEs, 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	
<p>Metrics Identified for Needs</p> <ul style="list-style-type: none"> • EDUHSD parent survey results • LCAP development and monitoring process • Naviance college and career planning reports • Digital communication reports from Blackboard Connect • Meeting agendas and minutes from key councils, committees and advisories 					<p>Increase students and parents using Naviance for college and career planning and establish baseline data in 2014-15</p> <p>Improve college and career planning communication between school staff and parents/students and establish baseline data in 2014-15</p>	<p>college and career planning using 2014-15 baseline data</p> <p>Improve college and career planning communication between school staff and parents/students 2014-15 baseline data</p>	<p>college and career planning using 2014-15 baseline data</p> <p>Improve college and career planning communication between school staff and parents/students 2014-15 baseline data</p>	<p>dropout, and high school graduation</p> <p>6. School climate as measured by multiple indicators, including suspension and expulsion rates as well as other local measures assessing safety and school connectedness</p>

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	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
Prepare college-ready and career-ready students to successfully meet entrance and performance requirements of postsecondary institutions	<p>1. Demonstrate compliance with Williams requirements reporting appropriate teacher assignment, sufficient instructional materials, facilities in good repair</p> <p>2. Implementation of the academic content and performance standards, including how the programs and services will enable English learners to access the common core academic content standards and the English</p>	<p>Professional Development</p> <p>2. Professional Development</p> <p>3. Professional Development</p>	<p>school-wide</p> <p>2. school-wide</p> <p>3. school-wide</p>		<p>CCSS implementation training for English Language Arts, Literacy for Social Science, Science and Technical Courses, and Mathematics, including SBAC assessment training 1000-1999: Certificated Personnel Salaries Other \$150,000</p> <p>Technology/software training Smartboard, Google Apps for Education/Chromebooks, course-specific software, Naviance 1000-1999: Certificated Personnel Salaries Base \$60,000</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 1000-1999: Certificated Personnel Salaries Base \$50,000</p> <p>CSTP best practices including course-specific teacher collaboration, Advanced Placement workshops and BTSA 1000-1999: Certificated Personnel Salaries Base \$20,000</p>	<p>CCSS training for English Language Arts, Literacy for Social Science, Science and Technical Courses, and Mathematics, including SBAC assessment training 1000-1999: Certificated Personnel Salaries Base \$150,000</p> <p>Technology/software training Smartboard, Google Apps for Education/Chromebooks, course specific software, Naviance 1000-1999: Certificated Personnel Salaries Base \$60,000</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 1000-1999: Certificated Personnel Salaries Base \$50,000</p> <p>CSTP best practices, including course-specific teacher collaboration, Advanced Placement workshops, and BTSA 1000-1999: Certificated Personnel Salaries Base \$20,000</p>	<p>CCSS training for English Language Arts, Literacy for Social Science, Science and Technical Courses, and Mathematics, including SBAC assessment training 1000-1999: Certificated Personnel Salaries Base \$150,000</p> <p>Technology/software training Smartboard, Google Apps for Education/Chromebooks, course-specific software, Naviance 1000-1999: Certificated Personnel Salaries Base \$60,000</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 1000-1999: Certificated Personnel Salaries Base \$50,000</p> <p>CSTP best practices, including course-specific teacher collaboration, Advanced Placement workshops and BTSA 1000-1999: Certificated Personnel Salaries Base \$50,000</p>

Goal (Include and identify all goals from Section 2)	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
	Language Development standards 3. Parental Involvement, including efforts to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals	Curriculum 2. Curriculum 3. Curriculum	school-wide 2. school-wide 3. school-wide		CCSS aligned print/online material adopted in spring 2014 to be used starting fall 2014: English 1, Advanced English 1, English 3, Advanced English 3, Algebra 1, and Algebra 2 4000-4999: Books And Supplies Other \$100,000 State Standards aligned print/online material adopted spring 2014 to be used starting fall 2014: French 1-4, AP French, Spanish Heritage, Chemistry A, Agricultural Mechanics, Advanced Agricultural Mechanics, Diesel Engine, Introduction to Engineering Design 4000-4999: Books And Supplies Base \$550,000	State Standards aligned print/online material 4000-4999: Books And Supplies Base \$550,000	State Standards aligned print/online material 4000-4999: Books And Supplies Base \$550,000
		Technology 2. Technology 3. Technology	school-wide 2. school-wide 3. school-wide		Desktop replacement, Chromebook implementation, server upgrades, Wi-Fi upgrades 4000-4999: Books And Supplies Other \$400,000	Desktop replacement, Chromebook implementation, server upgrades, Wi-Fi upgrades 4000-4999: Books And Supplies Other \$400,000	Desktop replacement, Chromebook implementation, server upgrades, Wi-Fi upgrades 4000-4999: Books And Supplies Other \$400,000
		Academic/Career Services 2. Academic/Career Services 3. Academic/Career Services	school-wide 2. school-wide 3. school-wide		Continue counselor services at all school sites 1000-1999: Certificated Personnel Salaries Base \$1,389,000	Continue counselor services at all school sites 1000-1999: Certificated Personnel Salaries Base \$1,430,000	Continue counselor services at all school sites 1000-1999: Certificated Personnel Salaries Base \$1,473,000

Goal (Include and identify all goals from Section 2)	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
	needs				Continue career techs at each of the comprehensive sites 2000-2999: Classified Personnel Salaries Base \$95,000	Continue career techs at each of the comprehensive sites 2000-2999: Classified Personnel Salaries Base \$98,000	Continue career techs at each of the comprehensive sites 2000-2999: Classified Personnel Salaries Base \$101,000
	4. Pupil achievement as measured by multiple indicators, including assessment data, college readiness, and language proficiency	Certificated FTEs 2. Certificated FTEs 3. Certificated FTEs	school-wide 2. school-wide 3. school-wide		Positions supporting students meeting a-g and graduation requirements and supporting students meeting CTE pathway requirements 1000-1999: Certificated Personnel Salaries Base \$20,122,000	Positions supporting students meeting a-g and graduation requirements and supporting students meeting CTE pathway requirements 1000-1999: Certificated Personnel Salaries Base \$20,725,000	Positions supporting students meeting a-g and graduation requirements and supporting students meeting CTE pathway requirements 1000-1999: Certificated Personnel Salaries Base \$21,347,000
	7. The extent pupils have access to, and are enrolled in, a broad course of study that includes core subject area (English, math, social science, science, VAPA, health, physical education, CTE, etc.)	Classified FTEs 2. Classified FTEs 3. Classified FTEs	school-wide 2. school-wide 3. school-wide			Base	
	8. Pupil outcomes,				Microcomputer Tech 2000-2999: Classified Personnel Salaries Base \$121,000	Microcomputer techs 2000-2999: Classified Personnel Salaries Base \$125,000	Microcomputer techs 2000-2999: Classified Personnel Salaries Base \$129,000

Goal (Include and identify all goals from Section 2)	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
	if available, in subject areas comprising a broad course of study, including participation in career technical, visual & performing arts, and physical education courses, as well as cocurricular activities						
Develop schools where individual students are connected and supported to make healthy, responsible decisions	1. Demonstrate compliance with Williams requirements reporting appropriate teacher assignment, sufficient instructional materials, facilities in good repair	Academic/athletic teams and co-curricular programs	school-wide		Stipends 1000-1999: Certificated Personnel Salaries Base \$155,000	Stipends 1000-1999: Certificated Personnel Salaries Base \$160,000	Stipends 1000-1999: Certificated Personnel Salaries Base \$165,000
		2. Academic/athletic teams and co-curricular programs 3. Academic/athletic teams and co-curricular programs	2. school-wide 3. school-wide		Transportation 2000-2999: Classified Personnel Salaries Base \$120,000 Supplies/equipment 4000-4999: Books And Supplies Base \$143,000	Transportation 2000-2999: Classified Personnel Salaries Base \$124,000 Supplies/equipment 4000-4999: Books And Supplies Base \$147,000	Transportation 2000-2999: Classified Personnel Salaries Base \$128,000 Supplies/equipment 4000-4999: Books And Supplies Base \$151,000
		Maintenance and improvements to facilities	school-wide		Modernization and improvements to learning environments 6000-6999: Capital Outlay Other \$4,000,000	Modernization and improvements to learning environments 6000-6999: Capital Outlay Other \$1,000,000	Modernization and improvements to learning environments 6000-6999: Capital Outlay Other \$1000,000
		2. Maintenance and improvements to facilities 3. Maintenance and improvements to facilities	2. school-wide 3. school-wide				

Goal (Include and identify all goals from Section 2)	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
	nt, including efforts to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs 5. Pupil engagement as measured by multiple				Modernization and improvements to facilities to ensure the safety and well-being of students 6000-6999: Capital Outlay Base \$300,000	Modernization and improvements to facilities to ensure the safety and well-being of students 6000-6999: Capital Outlay Base \$300,000	Modernization and improvements to facilities to ensure the safety and well-being of students 6000-6999: Capital Outlay Base \$300,000
		Professional development 2. Professional development 3. Professional development	school-wide 2. school-wide 3. school-wide		Training-related asset development activities 1000-1999: Certificated Personnel Salaries Base \$5,000 Training for coaches related to positive interactions with student-athletes, parents, and community members 1000-1999: Certificated Personnel Salaries Base \$5,000	Training-related asset development activities 1000-1999: Certificated Personnel Salaries Base \$5,000 Training for coaches related to positive interactions with student-athletes, parents, and community members 1000-1999: Certificated Personnel Salaries Base \$5,000	Training-related asset development activities 1000-1999: Certificated Personnel Salaries Base \$5,000 Training for coaches related to positive interactions with student-athletes, parents, and community members 1000-1999: Certificated Personnel Salaries Base \$5,000
		Asset development programs 2. Asset development programs 3. Asset development programs	school-wide 2. school-wide 3. school-wide		Supplies and materials 4000-4999: Books And Supplies Base \$5,000 Non-district facilitators 5800: Professional/Consulting Services And Operating Expenditures Base \$20,000	Supplies and materials 4000-4999: Books And Supplies Base \$5,000 Non-district facilitators 5800: Professional/Consulting Services And Operating Expenditures Base \$21,000	Supplies and materials 4000-4999: Books And Supplies Base \$5,000 Non-district facilitators 5800: Professional/Consulting Services And Operating Expenditures Base \$22,000
		Site based student support services 2. Site based student support services 3. Site based student support services	school-wide 2. school-wide 3. school-wide		Nurses 1000-1999: Certificated Personnel Salaries Base \$227,000 Health techs, attendance clerks, and campus monitors 2000-2999: Classified Personnel Salaries Base \$1,065,000	Nurses 1000-1999: Certificated Personnel Salaries Base \$234,000 Health techs, attendance clerks, and campus monitors 2000-2999: Classified Personnel Salaries Base \$1,097,000	Nurses 1000-1999: Certificated Personnel Salaries Base \$241,000 Health techs, attendance clerks, and campus monitors 2000-2999: Classified Personnel Salaries Base \$1,130,000

Goal (Include and identify all goals from Section 2)	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
	<p>indicators, including rates associated with attendance, chronic absenteeism, dropout, and high school graduation</p> <p>6. School climate as measured by multiple indicators, including suspension and expulsion rates as well as other local measures assessing safety and school connectedness</p> <p>8. Pupil outcomes, if available, in subject areas comprising a broad course of study, including participatio</p>						

Goal (Include and identify all goals from Section 2)	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
	n in career technical, visual & performing arts, and physical education courses, as well as cocurricular activities						
Promote and support an environment throughout the District where staff members effectively communicate with each other and all stakeholders	3. Parental Involvement, including efforts to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically	Communication tools and software 2. Communication tools and software 3. Communication tools and software	LEA-wide 2. LEA-wide 3. LEA-wide		Blackboard Connect, Naviance, Aeries.net Parent Portal 5000-5999: Services And Other Operating Expenditures Base \$75,000	Blackboard Connect, Naviance, Aeries.net Parent Portal 5000-5999: Services And Other Operating Expenditures Base \$75,000	Blackboard Connect, Naviance, Aeries.net Parent Portal 5000-5999: Services And Other Operating Expenditures Base \$77,000
		Professional Development 2. Professional Development 3. Professional Development	school-wide 2. school-wide 3. school-wide		Training on the LCAP outreach process 1000-1999: Certificated Personnel Salaries Base \$3,000 Training related to committees, councils, and advisories 1000-1999: Certificated Personnel Salaries Base \$3,000	Training on the LCAP outreach process 1000-1999: Certificated Personnel Salaries Base \$3,000 Training related to committees, councils, and advisories 1000-1999: Certificated Personnel Salaries Base \$3,000	Training on the LCAP outreach process 1000-1999: Certificated Personnel Salaries Base \$3,000 Training related to committees, councils and advisories 1000-1999: Certificated Personnel Salaries Base \$3,000

Goal (Include and identify all goals from Section 2)	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
	<p>disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs</p> <p>5. Pupil engagement as measured by multiple indicators, including rates associated with attendance, chronic absenteeism, dropout, and high school graduation</p> <p>6. School climate as measured by multiple indicators, including suspension and expulsion rates as well as other local measures assessing</p>						

Goal (Include and identify all goals from Section 2)	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
	safety and school connected ness						

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	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
Prepare college-ready and career-ready students to successfully meet entrance and performance requirements of postsecondary institutions	1. Demonstrate compliance with Williams requirements reporting appropriate teacher assignment, sufficient instructional materials, facilities in good repair 2. Implementation of the academic content and performance standards, including how the programs and services will enable English learners to access the	1. Certificated FTEs 2. Certificated Support 3. Certificated Support	school-wide 2. school-wide 3. school-wide		Academic support, including AVID, Reading Improvement, ELD, and core intervention classes 1000-1999: Certificated Personnel Salaries Supplemental \$498,000 Academic and Guidance Counseling services 1000-1999: Certificated Personnel Salaries Supplemental \$241,000 Academic Recovery, Intersession and Tutoring Centers 1000-1999: Certificated Personnel Salaries Supplemental \$50,000 Special Education 1000-1999: Certificated Personnel Salaries Supplemental \$193,000	Academic support, including AVID, Reading Improvement, ELD, and core intervention classes 1000-1999: Certificated Personnel Salaries Supplemental \$513,000 Academic and Guidance Counseling services 1000-1999: Certificated Personnel Salaries Supplemental \$248,000 Academic Recovery, Intersession and Tutoring Centers 1000-1999: Certificated Personnel Salaries Supplemental \$52,000 Special Education 1000-1999: Certificated Personnel Salaries Supplemental \$199,000	Academic support, including AVID, Reading Improvement, ELD, and core intervention classes 1000-1999: Certificated Personnel Salaries Supplemental \$528,000 Academic and Guidance Counseling services 1000-1999: Certificated Personnel Salaries Supplemental \$255,000 Academic Recovery, Intersession, and Tutoring Centers 1000-1999: Certificated Personnel Salaries Supplemental \$54,000 Special Education 1000-1999: Certificated Personnel Salaries Supplemental \$205,000
		1. Curriculum 2. Curriculum 3. Curriculum	school-wide 2. school-wide 3. school-wide		Personalized learning software: APEX and Cyber High 4000-4999: Books And Supplies Supplemental \$260,000	Personalized learning software: APEX and Cyber High 4000-4999: Books And Supplies Supplemental \$267,000	Personalized learning software: APEX and Cyber High 4000-4999: Books And Supplies Supplemental \$275,000
		1. Professional Development 2. Professional Development	school-wide 2. school-wide 3. school-wide		AVID 1000-1999: Certificated Personnel Salaries Supplemental \$15,000	AVID/ELD/SDAIE training 1000-1999: Certificated Personnel Salaries Supplemental \$15,000	AVID/ELD/SDAIE training 1000-1999: Certificated Personnel Salaries Supplemental \$15,000

Goal (Include and identify all goals from Section 2)	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
	common core academic content standards and the English Language Development standards	3. Professional Development					
	3. Parental Involvement, including efforts to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils,	New Transportation routes 2. New Transportation routes 3. New Transportation routes	school-wide 2. school-wide 3. school-wide		IHS 2000-2999: Classified Personnel Salaries Supplemental \$81,000	IHS 2000-2999: Classified Personnel Salaries Supplemental \$82,000	IHS 2000-2999: Classified Personnel Salaries Supplemental \$83,000

Goal (Include and identify all goals from Section 2)	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
	<p>English learners, foster youth, and individuals with exceptional needs</p> <p>4. Pupil achievement as measured by multiple indicators, including assessment data, college readiness, and language proficiency</p> <p>7. The extent pupils have access to, and are enrolled in, a broad course of study that includes core subject area (English, math, social science, science, VAPA,</p>						

Goal (Include and identify all goals from Section 2)	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
	health, physical education, CTE, etc.) 8. Pupil outcomes, if available, in subject areas comprising a broad course of study, including participation in career technical, visual & performing arts, and physical education courses, as well as cocurricular activities						
Develop schools where individual students are connected and supported to make healthy, responsible decisions	1. Demonstrate compliance with Williams requirements reporting appropriate teacher assignment, sufficient instructional	Certificated FTEs 2. Certificated Support 3. Certificated Support	school-wide 2. school-wide 3. school-wide		Connections Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$115,000 Bilingual Nurse 1000-1999: Certificated Personnel Salaries Supplemental \$96,000	Connections Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$118,000 Bilingual Nurse 1000-1999: Certificated Personnel Salaries Supplemental \$99,000	Connections Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$122,000 Bilingual Nurse 1000-1999: Certificated Personnel Salaries Supplemental \$102,000
		Professional Development 2. Professional Development	school-wide 2. school-wide		Student asset development training 1000-1999: Certificated Personnel Salaries Supplemental \$5,000	Student asset development training 1000-1999: Certificated Personnel Salaries Supplemental \$5,000	Student asset development training 1000-1999: Certificated Personnel Salaries Supplemental \$5,000

Goal (Include and identify all goals from Section 2)	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
	materials, facilities in good repair	3. Professional Development	3. school-wide				
	3. Parental Involvement, including efforts to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional	Classified FTEs 2. Classified Support 3. Classified Support	school-wide 2. school-wide 3. school-wide		Asset Development/Tutoring Center Techs 2000-2999: Classified Personnel Salaries Supplemental \$5,000	Asset Development/Tutoring Center Techs 2000-2999: Classified Personnel Salaries Supplemental \$5,000	Asset Development/Tutoring Center Techs 2000-2999: Classified Personnel Salaries Supplemental \$5,000

Goal (Include and identify all goals from Section 2)	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
	<p>needs</p> <p>5. Pupil engagement as measured by multiple indicators, including rates associated with attendance, chronic absenteeism, dropout, and high school graduation</p> <p>6. School climate as measured by multiple indicators, including suspension and expulsion rates as well as other local measures assessing safety and school connectedness</p> <p>8. Pupil outcomes, if available, in subject</p>						

Goal (Include and identify all goals from Section 2)	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
	areas comprising a broad course of study, including participation in career technical, visual & performing arts, and physical education courses, as well as cocurricular activities						
Promote and support an environment throughout the District where staff members effectively communicate with each other and all stakeholders	3. Parental Involvement, including efforts to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote	Targeted Parent Outreach 2. Targeted Parent Outreach 3. Targeted Parent Outreach	LEA-wide 2. school-wide 3. LEA-wide		Parent Institute for Quality trainings for parents 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000	Parent Institute for Quality trainings for parents 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000	Parent Institute for Quality Education trainings for parents 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000

Goal (Include and identify all goals from Section 2)	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
	<p>parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs</p> <p>5. Pupil engagement as measured by multiple indicators, including rates associated with attendance, chronic absenteeism, dropout, and high school graduation</p> <p>6. School climate as measured by multiple indicators, including suspension</p>						

Goal (Include and identify all goals from Section 2)	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
	and expulsion rates as well as other local measures assessing safety and school connectedness						

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The EDUHSD received a 2.92% funding increase for supplemental funding totaling \$1,417,945. As outlined in Section 3: Actions for LCFF Subgroups- Year 1, supplemental funds are being used to fund certificated staff, classified staff, professional development, intervention curriculum (print and online), and professional/consulting services designed to achieve the LCAP goals. The listed interventions were identified as being most effective means of providing direct support for LI, FY, and EL students, based on stakeholder input during the LCAP outreach process.

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

Services for unduplicated students, as compared to the services for all students, must be increased or improved by 2.92%. EDUHSD will provide a 2.92% increase of services totaling \$1,417,945. As outlined in Section 3: Actions for LCFF Subgroups- Year 1, supplemental funds are being used to provide additional supports and services to LI, FY, and EL students. These expenditures are dedicated to the targeted subgroups.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.