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: 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

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2017-20 Plan Summary

The Story

The Empire Union School District serves much of the eastern portion of the city of Modesto, California, the town of Empire, and the surrounding rural areas. The district consists of mostly socioeconomically disadvantaged and minority students. The Empire Union School District serves 2,945 students (2017-18 data) as follows:

Hispanic   61.32%
American Indian   .44%
Asian   3.80%
African American   4.04%
Pacific Islander.   .95%
White   24.01%
Multiple   3.87%
Not reported   1.56%

Approximately 24.14% are English Learners (ELs), 81.46% of Empire Union School District students are classified as Socioeconomically Disadvantaged, and approximately 12.19% students are classified as Students with Disabilities (SWDs), and .80% are Foster Youth. The District's unduplicated student count was 86.93%.

Although the Empire Union School District has experienced a significant drop in enrollment of approximately 25% since 2005, current enrollment appears to have stabilized.

Special Education students are provided services within the Empire Union School District as well as from the Stanislaus County SELPA. The Empire Union School District provides speech and language therapy, resource support, and special day classes for both mild/moderate and moderate/severe handicapped students of residence. In addition, the Empire Union School District provides services for approximately 20 additional students as a regional service provider. Special Education students with more specialized needs and/or needs that our district does not provide directly are served by the Stanislaus County SELPA, and monitored individually by our district.

The Empire Union School District's vision is, "A place dedicated to each of our children, devoted to our whole community, defined by our ideals, and providing the finest elementary education in the Central Valley".

Our Mission Statement is, "To provide each of our children with a rigorous academic education, a safe learning environment, and the knowledge, skills and attitudes necessary for success."

The Empire Union School District recognizes that highly skilled, dedicated and caring staff are our greatest resource, and are committed to their ongoing professional development. We embrace and celebrate the diversity in our community, valuing our cultural richness, multiple perspectives, and the varied contributions we all make to advance student achievement. We have high expectations for learning for all students and staff, valuing achievement of core academic skills for all students, creating confident, effective thinkers and problem solvers, and ethical participants in society. We value the use of technology as a tool to improve and support classroom instruction and school operations. We believe that student connections to school are critical. We support these connections through access to high quality programs in the arts, athletics, and other curricular programs that create connections among students, adults and learning. We believe that all students will have equal access to strong academic programs. We believe that all district facilities should be attractive, safe, secure, clean, and comfortable. We believe the district should engage in business and community partnerships.

As a district, the Empire Union School District is most fortunate to have: Great students from great families, a shared commitment to provide our children with a rigorous academic education, a safe learning environment, and the knowledge, skills and attitudes necessary for success. We also possess intelligent human resources and outstanding relationships with bargaining groups, in addition to sound fiscal resources and practices.

Beginning in 2017-18, the Empire Union School District began implementing a "blended learning approach" within our district. Our conversion to a "blended learning approach" combines traditional teaching with personalized and digital instruction. We are changing the way we instruct students in order to meet the needs of every student. We use technology to complement everything we do. Our goal is to have all teachers be highly effective and highly engaged with students to close the achievement gaps. With our 1:1 student technology device program and the blended learning initiative, school staff are joining a nationwide movement intended to transform public education through the use of technology.

All staff, as well all first through eighth grade students, have a personalized technology device. The District upgraded our wireless network during the 2017-18 school year, throughout the entire district, in order to provide all students and staff with speedy and reliable network access. All certificated staff

will be trained in 'Blended Learning' by the beginning of the 2019-20 school year, and will receive ongoing training and support.

Our strategy to integrate technology into the classroom curriculum begins with staff development. The District has begun developing multiple platforms to provide professional development opportunities for teachers to learn on the job. This includes, but is not limited to independent study, group collaboration, and online classes. Teachers will serve as staff developers in addition to web and other alternative resources. Upon demonstration of completion of, and competence in a specific area, staff may receive electronic badges.

The Empire Union School District used formative common district summative benchmarks during the 2017-18 school year, and state CAASPP assessment data to evaluate the effectiveness of instructional practices inside and outside of the classroom to assist in evaluation of programs and services to determine their effectiveness. During the 2018-19 school year the District will begin using NWEA assessments which are computer adaptive and nationally normed to provide more detailed and relevant data for teachers.

Access to a Broad and Challenging Curriculum

Students have equitable access to rigorous, well rounded, standards aligned curriculum materials and programs, and access to and skill in applying technologies to leverage learning, assuring college and career readiness.

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Whole Child

Schools provide safe and well maintained facilities and positive learning climates that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

Closing the Achievement Gap with High Expectations for All

All levels of the organization work to improve achievement for all students and close the achievement gap for all underperforming student groups.

Quality Leadership, Teaching, and Learning

Effective leadership and teaching is evident system wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes. The Empire Union School District will continue to use relevant research to inform decisions and practices within the district, resulting in increased and improved services for students. The Empire Union School District has increased our commitment to our English Learners. During the 2018-19 school year we will be adding a significant amount of English Language Development professional development for teachers. We will also establish baseline data indicating implementation of essential EL instructional practices by school site. We will also improve our tracking of English Learner students to assure they are progressing and maintaining their academic success. The Empire Union School District will continue its renovation, upgrade, and maintenance of its technology infrastructure and devices to improve and increase support of student technology. Finally, the Empire Union School District will upgrade its student assessment program to provide more detailed and relevant

data for teachers to use to adjust their instructional practices and focus as indicated. This is essential to the successful implementation of the District's Blended Learning initiative.

LCAP Highlights

The Empire Union School District redesigned its Local Control Accountability Plan last year to better communicate our focus and priorities to increase and improve services for our students, resulting in increased student performance. We reduced the number of goals from six to four. For the 2018-19 school year, we will continue with our established goals, actions, and services to provide an opportunity to collect data and allow time for them to work:

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.

Greatest Progress

The Empire Union School District is proud of the progress made in several areas. Two of those areas include:

The District increased the English Language Arts student performance by 7.5 points. More specifically, 9 of 10 student subgroups, including English Learners, Socioeconomically Disadvantaged, and Hispanic students increased. At the school site level, Empire Elementary School grew by 27.7 points and Stroud Elementary grew by 12.3 points.

The District increased the Math student performance by 7.8 points. More specifically, 9 of 10 student subgroups, including English Learners, Socioeconomically Disadvantaged, and Hispanic students increased. At the school site level, Empire Elementary School grew by 44.2 points and Stroud Elementary School and Sipherd Elementary School each grew by 10 points or more.

Greatest Needs

As indicated by the LCFF Evaluation Rubrics, The Empire Union School District's greatest needs include Suspension Rate K-12 (Red), Students with Disabilities in both English Language Arts and Math, and English Learner Progress K-12 (Orange).

The suspension rate was red overall, but declined or declined significantly for 5 of 13, or 38.36% of the subgroups. This area of need has been previously identified, even prior to the LCFF Evaluation Rubric, and is being actively addressed through a district-wide initiative to implement the Positive Behavioral Interventions & Supports program. We have completed our third year of the three year implementation process and are excited about perfecting our program moving forward. In addition,

new procedures have been implemented to address the very high suspension rate of Students with Disabilities. Preliminary data suggests there has been a significant decrease in the number of suspensions within our District.

Students with Disabilities scores were very low in both English Language Arts and Math. We have already selected new instructional materials, and have provided professional development to begin improving student academic performance.

The English Learner program was orange. Although the status was "medium", there was a 3.4% decline. There is a gap between the District's "English Learners" and "All Students" in both ELA and Math. It is important to note that in both areas students improved and the gap was reduced compared to the previous year. We have addressed this as a District by adopting and implementing an English Language Arts curriculum that has the new English Language Development standards embedded within it. In addition, we simplified our Title III plan and goals to make it manageable and able to be implemented to meet the needs of our English Learner students.

Performance Gaps

Referring to English Language Arts, Students with Disabilities scored level red which is 2 levels below All Students, that scored at level yellow.

The Empire Union School District reviewed its current instructional methods and materials used to address the individual needs of the Students with Disabilities. That review, and guidance from the Federal Department of Education led the District to implement different English Language Arts materials starting at the beginning of the 2018-19 school year. The curriculum is aligned to the California Common Core Standards and the core curriculum used by the student's normally developing peers. Professional development on the use of the materials has already taken place, and will be followed up in the fall of 2018.

Referring to Mathematics, Students with Disabilities scored level red which is 2 levels below All Students that scored at level yellow.

The Empire Union School District reviewed its current instructional methods and materials used to address the individual needs of the Students with Disabilities. That review, and guidance from the Federal Department of Education led the District to implement different math materials starting at the beginning of the 2018-19 school year. The curriculum is aligned to the California Common Core Standards and the core curriculum used by the student's normally developing peers. Professional development on the use of the materials has already taken place, and will be followed up in the fall of 2018.

Increased or Improved services

In addition to the previously mentioned focus on Blended Learning, the continued implementation of the Positive Behavioral Interventions & Supports program, and improved curriculum and instructional support for our students with disabilities, the Empire Union School District will continue to increase and improve services for Socioeconomically Disadvantaged, English Learners, and Foster Youth by providing school site based Response to Intervention programs, and an increased focus on English Learner students.

Budget Summary

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$36,870,255
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$7,922,381

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.

$28,947,874 represents the administrative and basic operating costs of providing general and special education services to the students of the Empire Union School District. Administrative and overhead cost include expenses for utilities, insurance, administrative salaries and benefits. In addition to the administrative and overhead costs of operating a school district, other expenses include access to basic materials and supplies, general education and special education teacher salaries, salaries for paraprofessionals, employee benefits and home-to-school transportation.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$30,691,739

Annual Update

LCAP Year Reviewed: 2017-18

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

Access to a Broad and Challenging Curriculum.

Students have equitable access to rigorous, well rounded, standards aligned curriculum materials and programs, and access to and skill in applying technologies to leverage learning, assuring college and career readiness. State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Student access to standards-aligned instructional practices. (School site certification) 100%	Student access to standards-aligned instructional practices. (School site certification) 100%
5% increase in average rating as compared to August 2017 Survey administration.	Scores will not be available until the fall of 2018, and will be reported in the 2019-20 LCAP. Following are the baseline scores established during the 2017-18 school year. Total score: 2.91 (1 = Exploration and Research Phase and 5 = Full Implementation and Sustainability.) 1. Local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. Average Rating:

Expected	Actual
	2.8 (1 = Exploration and Research Phase and 5 = Full Implementation and Sustainability.) 2. Local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. Average Rating: 3.2 (1 = Exploration and Research Phase and 5 = Full Implementation and Sustainability.) 3. Local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walk through, teacher pairing) Average Rating: 2.8 (1 = Exploration and Research Phase and 5 = Full Implementation and Sustainability.) 4. Local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students. Average Rating: 2.2 (1 = Exploration and Research Phase and 5 = Full Implementation and Sustainability.) 5. The local educational agency's success at engaging in the following activities with teachers and school administrators during the 2015-16 school year (including summer 2015). Average Rating: 4.0 (1 = Exploration and Research Phase and 5 = Full Implementation and Sustainability.)
Master schedule at the elementary and middle school levels that includes ELA/ELD, Math, Science, Social Studies, and P.E. for all students including English learners. Low income, foster youth, and students with exceptional needs. 100%	Master schedule at the elementary and middle school levels that includes ELA/ELD, Math, Science, Social Studies, and P.E. for all students including English learners. Low income, foster youth, and students with exceptional needs. 100%

Actions / Services

Action 1a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Technology Program including ongoing licensing, repair and replacement. *Local Area Support Technician.	*The technology program including ongoing licensing, repair and replacement was maintained. In addition, significant infrastructure work was completed resulting in a major upgrade to the entire system. *Three local area support technicians were employed the entire school year and provided support to each of the district's six schools.	$1,640,479; $154,489 LCFF General Fund (01), LCFF (0042): Materials & Supplies (4XXX) = $240,571 Services (5XXX) = $98,194 Transfer to Reserve/Replacement Fund (7XXX) = $1,301,714 General Fund (01), LCFF (0653): Classified Salaries (2XXX) = $116,343 Employee Benefits (3XXX) = $38,146	$1,640,476.78 $164,105.95 LCFF GF (01), LCFF (0042) Materials & Supplies (4XXX)= $258,809.51 Services (5XXX)=$118,654.53 Computer Equip (6XXX)= $8,074.74 Transfer to Replace Reserve (7XXX)= $1,254,938.00 GF (01), LCFF (0653) Classified Salaries (2XXX)= $119,868.74 Employee Benefits (3XXX)= $42,989.11 Mileage (5XXX)= $1,248.10

Action 1b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Library/Literacy support, including increased library media clerk time to support our unduplicated student groups who are less likely to have a personal library at home. *Provide instructional aide support for TK classes to increase the effectiveness of instruction due to the needs of first time English Learners. *6 additional teachers for class size reduction to better serve our unduplicated student groups.	*Library/Literacy support, including increased library media clerk time to support our unduplicated student groups who are less likely to have a personal library at home were fully maintained as planned. *Provide instructional aide support for TK classes to increase the effectiveness of instruction due to the needs of first time English Learners was fully maintained as planned. *6 additional teachers for class size reduction to better serve our unduplicated student groups were maintained as planned.	$716,611 LCFF General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $379,171 Classified Salaries (2XXX) = $150,669 Employee Benefits (3XXX) = $156,771 Materials & Supplies (4XXX) = $30,000	$717,608.64 LCFF GF (01), LCFF (0653) Classified Salaries (2XXX)=$121,326 Employee Benefits (3XXX)= $37,289.80 Materials & Supplies (4XXX)= $2,589.19 Services (5XXX)= $16,826.10 GF (01), LCFF (0653) Classified Salaries (2XXX)= $35,250.09 Employee Benefits (3XXX)= $9,575.94 GF (01), LCFF (0653) Certificated Salaries (1XXX)= $387,371.87 Employee Benefits (3XXX)= $107,379.65

Action 2a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*No new curriculum adoptions will be purchased in 2017-18	*History / Social Studies, CDE approved materials, were piloted and approved by the Empire Union School	$0	$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Board for purchase and implementation during the 2018-19 school year.		

Action 2b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Supplemental instructional materials to provide additional resources, especially for our unduplicated student groups. *Pilot Stanislaus Reads and Footsteps 2 Brilliance program, with an emphasis on our unduplicated student groups, to increase the percentage of children ready for kindergarten, and students reading at grade level by the end of third grade.	*Supplemental instructional materials were purchased as needed to support the core curriculum throughout the district as needed *The pilot of the Stanislaus Reads program continued at Capistrano Elementary School and is being considered for implementation at other elementary schools within the district during the 2018-19 school year and beyond.	$85,700 LCFF General Fund (01), LCFF (0653): Materials & Supplies (4XXX) = $85,700	$47,164.76 LCFF GF (01), LCFF (0653) Materials & Supplies (4XXX)= $26,635.21 Services (5XXX)= $20,529.55

Action 3a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Music program support.	*A digital curriculum was piloted, instruments were repaired, replaced, and maintained as necessary. Supplies were purchased, new instruments purchased, and a formal instructional plan, including pacing for	$25,000 LCFF General Fund (01), LCFF (0653): Materials & Supplies (4XXX) = $14,000	$28,406.12 LCFF Music Program Support GF (01), LCFF (0653)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	alignment with the high school is being reviewed by the music department.	Services (5XXX) = $11,000	Certificated Salaries (1XXX)=$4,400.00 Employee Benefits (3XXX)=$773.00 Materials & Supplies (4XXX)=$19.597.07 Services (5XXX)=$3,636.05

Action 3b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Provide the opportunity for all students, especially our English Learners, Foster Youth, and Low Income students who are unlikely to have the resources to attend to participate in an outdoor education program with EUSD assistance.	*All 6th grade students in the EUSD who choose to attend outdoor education were able to at no expense.	$95,000 LCFF General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $4,400 Employee Benefits (3XXX) = $774 Services (5XXX) = $89,826	$91,303 LCFF GF (01), LCFF (0653) Services (5XXX)=$91,303

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.

Goal #1 was fully implemented with the exception of the music curriculum pilot which was implemented inconsistently as a result, in part, of personnel changes throughout the year. As a result, the district will utilize the services of a consultant to fully evaluate the music program during the 2018-19 school year to assist in the completion of a long term plan for the department.

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

Overall, the actions/services were successful. The technology infrastructure completed a major upgrade, and technology support remained very strong. In addition, significant progress was made with the Blended Learning initiative as the majority of the elementary teachers attended the Summer Institute. The History/Social Studies curriculum adoption was completed and the teachers unanimously recommended the new materials. Finally, the Stanislaus Reads pilot program continued to have a positive effect on the reading culture at Capistrano Elementary School, and the other elementary schools in the district are planning to implement the components of the Stanislaus Reads program at their schools as well.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no significant differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 baseline for the district's self-reflection tool survey were set, but there was no comparison data available since the survey will not be given again until the fall of 2018. Those results will be used to measure growth in the 2019-20 LCAP.

Goal 2

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Whole Child.

Schools provide safe and well maintained facilities and positive learning climates that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Facilities in good repair. (Facilities walk-through reports) The baseline overall rating was 3.33 (4.0 = Exemplary). The expected overall rating for 2017-18 was 3.50	All facilities are in good repair scoring 4.00 (4 = Exemplary according to State of California "Facility Inspection Tool"). The site inspections took place between December 1, 2017 and December 8, 2017.
Promotion of parent participation, including participation in programs for unduplicated pupils and programs for individuals with exceptional needs (CDE LCFF Priority #3 Parent Engagement Survey) 5% increase in average rating as compared to the August 2017 survey administration.	Baseline data was provided for the first time, so no comparison data was available. A baseline was established as follows: Average rating: 97.5% A local survey was developed and administered to the parents of all 3rd and 7th grade students. 97% of our parents indicate that they agree that the district seeks input and that they have enough opportunities to take part in decisions made within the district. • 98% of our parents indicate that the district promotes participation in programs and encourages parental involvement.
School attendance rates (Aeries P-2 data report) The baseline school attendance rates (on date of P-2 data reporting) was 94.48%. The expected rate for 2017-18 was 94.63%	School attendance rates (on date of P-2 data reporting) 94.81%. This was .18% higher than the goal.

Expected	Actual
Chronic absenteeism rates (Calpads data report) Reduce by .25% from previous data	Baseline data was provided for the first time, so no comparison data was available. Baseline data (Reported by CDE / Dataquest) was established as follows: 14.5%
Middle school dropout rate. (Aeries data report) .83% (Enrollment on CBED day 2015/total dropouts.)	1 student in 8th grade was classified as a dropout. According to the CDE/Dataquest report, the 1-year rate indicated that one or more grade levels have zero enrollment and a rate cannot be calculated.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Maintain all school facilities in good repair as defined in the Education Code. *Roaming custodian. *Purchase 2 new efficient, safety and environmentally compliant school buses to modernize the district's bus fleet.	*All schools were maintained in good repair. *A "roaming custodian" was maintained in place as planned. *Funding was set aside towards the purchase of two new buses as planned.	$1,070,208; $59,367 LCFF General Fund (01), LCFF (0000): Contribution to Maintenance (8XXX) = $1,003,208 Transfer to Capital Outlay (7XXX) = $67,000 General Fund (01), LCFF (0653): Classified Salaries (2XXX) = $43,410	$1,130,081.47 LCFF GF (01), LCFF (0000) Maintenance Contribution (8XXX)= $1,003,208.00 Transfer to Capital Outlay (7XXX)= $67,000.00 GF (01), LCFF (0653) Classified Salaries (2XXX)= $44,304.11 Employee Benefits (3XXX)= $15,569.36

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Employee Benefits (3XXX) = $15,957	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Maintain school site ELAC and Student Site Council agendas, including training for parent input.

*District level support of parent engagement, in collaboration with school sites, will actively solicit student/parent input regarding school activities and implement as possible, to improve the quality and quantity of student/parent engagement, especially the parents of our unduplicated student groups.

*Provide parent education opportunities, with a focus on English for our English Learner parents. | *School Site Councils are in place at all school sites.

*District office staff actively facilitated the LCAP process and supported school sites and parents. School sites have researched new parent engagement programs, and continue to discuss ideas to increase parent engagement and participation.

*Parent education opportunities were investigated, but not implemented due to potential safety and security requirements and issues on our campuses. | $258,778 LCFF General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $33,412 Classified Salaries (2XXX) = $159,665 Employee Benefits (3XXX) = $58,701 Materials & Supplies (4XXX) = $2,000 Services (5XXX) = $5,000 | $257,741.63 LCFF GF (01), LCFF (0653) Certificated Salaries (1XXX)= $34,416.22 Classified Salaries (2XXX)= $155,195.30 Employee Benefits (3XXX)= $58,709.55 Materials & Supplies (4XXX)= $2,722.71 Services (5XXX)= $6,697.85 |

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Specific learning strategies to meet the needs of students from all subgroups, with an emphasis on our unduplicated student groups, will be implemented. *Because of the additional need to be at school every day for our unduplicated student groups, improved student attendance rates will be encouraged and monitored and individual school sites will implement "Attendance Campaigns" as determined by the individual sites. *Identify resources to specifically support Foster Youth and their needs in our district.	*Multiple teacher PLC meetings were held, including three full day district grade level, and seven after school grade level meetings to analyze student performance date, review best practices, and lesson plan. *Improved attendance was promoted and monitored by all individual school sites. In addition, the district began investigating attendance programs for future district-wide implementation. *Identification of new resources for Foster Youth within the district were analyzed resulting in the planning of a working relationship with CASA beginning during the 2018-19 school year.	$3,000 LCFF General Fund (01), LCFF (0653): Materials & Supplies (4XXX) = $3,000	$0 LCFF GF (01), LCFF (0653) Materials & Supplies (4XXX)

Action 4a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Athletic program support. *All schools will be safe, inviting, and nurturing.	*Athletic programs were in place and competition with other schools took place during the school year as planned.	$16,705 LCFF General Fund (01), LCFF (0653):	$16,905.55 LCFF GF (01), LCFF (0653)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	*School safety continues to be addressed with school site safety plans and training. In addition, cameras are being researched for potential installation at school sites during the 2018-19 school year. In addition, a culture of welcoming and nurturing has been developed, and continues to be a priority at all school sites, in part through the PBIS program.	Certificated Salaries (1XXX) = $6,940 Classified Salaries (2XXXX) = $4,440 Employee Benefits (3XXX) = $2,324 Services (5XXX) = $3,001	Certificated Salaries (1XXX)= $4,646.00 Classified Salaries (2XXX)= $4,529.08 Employee Benefits (3XXX)=$1,239.33 Services (5XXX)= $6,491.14

Action 4b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Students will receive social emotional interventions through expanded counseling services with priority given to our unduplicated student groups. *Students will receive discipline interventions through District-wide positive behavior intervention program implementation year 3 of 3 (including SWIS), designed with our unduplicated student groups in mind.	*Expanded counseling services are in place at all schools in our District. Counselors provide a minimum of at least 100 days of service at each elementary school with additional services at the district's middle school. *PBIS is in place at all schools in our District and training sessions have been completed, including the use of the SWIS program. All schools designed, and are now implementing a formal monitoring program to assure	$774,783 LCFF General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $257,262 Classified Salaries (2XXX) = $147,935 Employee Benefits (3XXX) = $122,036 Materials & Supplies (4XXX) = $121,944	$630,520.74 LCFFGF (01), LCFF (0653) Certificated Salaries (1XXX)= $243,445.57 Classified Salaries (2XXX)= $48,309.74 Employee Benefits (3XXX)= $85,975.79 Materials & Supplies (4XXX)= $86,247.30 Services (5XXX)=$166,542.34

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Allow school sites to support student achievement through supplemental services by selecting from a menu of actions and services identified by EUSD stakeholders, with input from the ELAC and School Site Councils.	fidelity to the program and improved the quality of services to students. *All school sites established budgets from actions and services identified in their SPSA's, and reviewed and approved by the school's English Language Advisory Committees and the School Site Councils. The school sites then allocated the funds appropriately.	Services (5XXX) = $125,606	

Analysis

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

Goal #2 was fully implemented. The highlight was the establishment of a partnership that was developed and will be implemented to obtain the services of CASA to assist the district in better serving and meeting the needs of our Foster Youth.

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

The actions/services were successful. Attendance improved, schools are safe, the suspension rates decreased, and the teacher PLC development continued. In addition, the facilities at all of our schools are in excellent condition and provide a positive learning environment for our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are just two areas of material difference between the Budget Expenditures and Estimated Actual Expenditures. The first is support of Foster Youth. The support provided included things like moving Foster Youth to the front of the line, and did not have an

additional cost associated with it. The other area was in the area of counselors and PBIS. All services were provided, but the costs were less than expected due to placement on the salary schedule and other similar reasons.

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 parent participation survey provided baseline data, but comparison data will not be available until 2018-19. The chronic absenteeism rates were also available for the first time and used for baseline data. Comparison data will not be available until 2018-19. The middle school dropout rate decreased, but there were too few students, only one, for accurate data. Parent education was researched and investigated, but not implemented. This process will continue during the 2018-19 school year with implementation still planned. Finally, support for our Foster Youth will be provided by CASA starting during the 2018-19 school year.

Goal 3

Closing the Achievement Gap with High Expectations for All

All levels of the organization work to improve achievement for all students and close the achievement gap for all underperforming student groups. State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 8

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
Percentage of properly credentialed teachers (Self-reported). The baseline was 100%. The expected percentage for 2017-18 was 100%.	100% of teachers are properly credentialed.
Student ELA 3rd-8th grades scaled scores (As reported by CAASPP). The baseline scaled score student ELA 3rd-8th grades scaled scores (As reported by CAASPP) was 2465. The expected scaled score for 2017-18 was 2477.	Mean Scale Score = 2480 This is 3 points higher than the established goal of 2477 Mean Scale Score breakdown by grade level: 3rd Grade = 2402.1 4th Grade = 2442.4 5th Grade = 2454.9 6th Grade = 2502.9 7th Grade = 2526.6 8th Grade = 2551.3
Student ELA 3rd-8th grade scaled scores gap between "All Students" and "EL Only" (As reported by California Dashboard).	62.3 points. While this is an improvement of 5.7 points from the previous year, it is short of the established goal of 54 points.

Expected	Actual
The baseline student ELA 3rd-8th grades scaled score gap between "All Students" and "EL Only" (As reported by California Dashboard) was -68 points. The expected score for 2017-18 was -54 points.	
Student Math 3rd-8th grades scaled scores (As reported by CAASPP). The baseline student Math 3rd-8th grades scaled score (As reported by CAASPP) was 2455 points. The expected score for 2017-18 was 2475 points.	Mean Scale Score = 2457.5 This is 17.5 points lower than the established goal of 2475 Mean Scale Score breakdown by grade level: 3rd Grade = 2400.8 4th Grade = 2436.5 5th Grade = 2450.5 6th Grade = 2485.7 7th Grade = 2496.4 8th Grade = 2475.5
Student Math 3rd-8th grade scaled scores gap between "All Students" and "EL Only" (As reported by California Dashboard). The baseline Student Math 3rd-8th grades scaled score gap between "All Students" and "EL Only" (As reported by California Dashboard) was -52 points. The expected scaled score gap for 2017-18 was -43 points	-43.1 points. This effectively meets the established goal of 43 points.
EL reclassification rate (as reported by CDE/Dataquest). The baseline English learner reclassification rate (as reported by CDE/Dataquest) was 17.3% (2014-15). The expected rate for 2017-18 was 18.1%.	The English learner reclassification rate (as reported by CDE/Dataquest) for 2017-18 was 15.4%. This is 2.6% below the goal.
CELDT Average Domain Mean Scores (As reported by CDE/Dataquest). The baseline CELDT Average Domain Mean Scale Scores (As reported by CDE/Dataquest) were: Listening 468.2	The CELDT Average Domain Mean Scale Scores (As reported by CDE/Dataquest) for 2016-17 Were: Listening 503.6 Speaking 504.6 Reading 478.1

Expected	Actual
Speaking 491.5 Reading 472.9 Writing 477.3 The expected rates for 2017-18 were: Listening 491.6 Speaking 516.1 Reading 496.5 Writing 501.1	Writing 486.0 Although all areas increased, only the Listening score met the goal. The baseline scores for the ELPAC will be established in the Fall of 2018.
% of students meeting at least 4 of 6 fitness standards (as reported in the HFZ Summary report by CDE/Dataquest). The baseline % of students meeting at least 4 of 6 fitness standards (as reported in the HFZ Summary report by CDE/Dataquest) was: 5th Grade 62.1% 7th Grade 76.1% The expected percentages for 2017-18 were: 5th Grade 63.9% 7th Grade 77.6%	The % of students meeting at least 4 of 6 fitness standards (as reported in the HFZ Summary report by CDE/Dataquest): 5th grade 82.4 7th grade 77.1
NGSS assessment results	NGSS assessment results *The year was the administration of the Field Test with no official scores provided.
Number of students that participate in site RtI programs. (Reported by individual school sites). The baseline number of students that participate in site RtI programs. (Reported by individual school sites) was 26%. The expected percentage for 2017-18 was 50%.	Number of students that participate in site RtI programs. (Reported by individual school sites) 42.5% District-wide Capistrano Elementary (176 RtI participants / 37.7%) Empire Elementary (217 RtI participants / 57.4%)

Expected	Actual
	Hughes Elementary (146 RtI participants / 26.6%) Sipherd Elementary (388 RtI participants / 85.6%) Stroud Elementary (300 RtI participants / 58.3%) Glick Middle School (0 RtI participants / 0%)
High School metrics do not apply because Empire Union School District only serves K-8 students	High School metrics do not apply because Empire Union School District only serves K-8 students
Academic Performance Index	API data is no longer available

Actions / Services

Action 1a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*One additional special education teacher.	*One additional special education teacher was hired in January of 2017 in place for the entire 2017-18 school year, resulting in smaller mild/moderate special day classes within the district.	$100,034 LCFF General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $80,715 Employee Benefits (3XXX) = $19,319	$65,580.17 LCFF GF (01), LCFF (0653) Certificated Salaries (1XXX)= $51,819.71 Employee Benefits (3XXX)= $13,760.46

Action 1b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Supplemental teachers will be provided for school sites to support intervention and enrichment programs with a focus on our unduplicated student groups. *Summer Institute professional development on Blended Learning to provide teachers with instructional techniques to address the needs of those students that may have less opportunity and exposure to technology and its advantages.	*All school sites had supplemental teachers in place supporting student intervention and enrichment programs. *Approximately 62 teachers attended the Summer Institute on Blended Learning. District Instructional Coaches continued to support the teachers that attended the Summer Institute training throughout the school year.	$303,011 LCFF General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $238,492 Employee Benefits (3XXX) = $63,019 Materials & Supplies (4XXX) = $1,500	$314,397.86 LCFF GF (01), LCFF (0653) Certificated Salaries (1XXX)= $247,911.08 Employee Benefits (3XXX)= $66,296.61 Materials & Supplies (4XXX)= $103.88 Services (5XXX)= $86.29

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Actively measure effectiveness of Title III plan tasks and maintain implementation to benefit our English Learners. *Evaluate, modify, and adjust each school's revised response to intervention (RtI) program, including enrichment for advanced students, and	*Evaluation of Title III plan effectiveness for the 2017-18 school year was completed as part of the FPM process. Adjustments and changes will be implemented moving forward as identified during the FPM process.	$138,000 LCFF General Fund (01), LCFF (0653): Materials & Supplies (4XXX) = $55,000 Services (5XXX) = $83,000	$56,958.35 LCFF GF (01), LCFF (0653) Materials & Supplies (4XXX) Services (5XXX) $56,958.35 =

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
supplemental support for other students including our unduplicated student groups.	*Evaluation, modification, and adjustments of each school's RtI program took place. Additional modifications to the individual RtI programs at each site will be identified, developed, and implemented during the 2018-19 school years		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*SchoolCity and electronic assessment bank including professional development on how to specifically identify our unduplicated student groups. *Site level PLC's will be created to review student performance data and adjust instruction. *Administrator substitutes for district principals to be released for PLC's during the school day. *Student performance data will be recorded and analyzed to provide feedback for customizing student	*SchoolCity was in place for the entire school year. It was used district-wide for the elementary grade reporting and benchmark assessments. In addition an assessment bank was provided that many teachers used to assist in the implementation of formative assessments. *Site level PLC meetings took place after each of three district benchmark assessments. Teachers, site and district administrators reviewed student performance, identified teacher best practices, and planned for improved instructional practices.	$61,763 LCFF General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $28,032 Employee Benefits (3XXX) = $2,751 Services (5XXX) = $30,980	$46,294.95 LCFF GF (01), LCFF (0653) Certificated Salaries (1XXX)= $9,302.91 Employee Benefits (3XXX)= $1,334.79 Materials & Supplies (4XXX) Services (5XXX)= $35,657.25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
instruction, with extra attention to the data of our unduplicated student groups.	*Administrative substitutes were in place during site level PLC days. The administrator substitutes consisted of aspiring administrators within the district. *Student data was collected after each District benchmark assessment was given. English learner subgroup data was separated out for comparison with all other student data for analysis and planning.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Explore and implement expanded after school and summer school services for students, including our unduplicated student groups that often have less opportunity.	*The District's ASES program was previously expanded, and new sections continue to be opened when enough students sign up to fill the classes. An expanded 2018's summer school program has been planned and will be implemented during June of 2018.	$141,628 LCFF General Fund (01), LCFF (0000) (0653): Contribution to ASES (8XXX): $35,629 General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $27,752 Classified Salaries (2XXX) = $22,777	$124,966.18 LCFF GF (01), LCFF (0000) Contribution to ASES Program (8XXX) GF (01), LCFF (0653) Certificated Salaries (1XXX)= $51,791.05 Classified Salaries (2XXX)= $18,613.81 Employee Benefits (3XXX)= $8,260.64

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		Employee Benefits (3XXX) = $10,540 Materials & Supplies (4XXX) = $22,465 Services (5XXX) = $22,465	Materials & Supplies (4XXX)= $4,938.02 Services (5XXX)= $41,362.66

Action 5a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Support special education instructional material and program needs including community-based instruction.	*Special education materials were provided as requested and community based instruction opportunities took place on multiple occasions. In addition, new instructional materials that match the curriculum used by the district's general education student population were purchased and professional development on their use provided.	$6,000 LCFF General Fund (01), LCFF (0653): Materials & Supplies (4XXX) = $3,000 Services (5XXX) = $3,000	$1,197.92 LCFF GF (01), LCFF (0653) Materials & Supplies (4XXX) Services (5XXX)= $1,197.92

Action 5b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*STEM Program exploration (Begin piloting STEM).	*STEM activities are being explored at Stroud Elementary School through a club, and at Capistrano and Empire Elementary Schools through Maker	$15,000 LCFF	$0 LCFF GF (01), LCFF (0653)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	spaces that are used during the school day as well as during the after school programs at each school.	General Fund (01), LCFF (0653): Materials & Supplies (4XXX) = $15,000	Materials & Supplies (4XXX)

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.

Full implementation of goal #3 took place with excellent attendance at the Summer Institute with the kickoff of the Blended Learning initiative, supplemental teachers and additional counsellors were in place for the entire school year.

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

The overall theme of the effectiveness of the actions/services is of continued growth in all areas, but not enough growth to meet the established goals. The district will continue all of the actions/services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were several areas of material difference between the Budget Expenditures and Estimated Actual Expenditures. All services were provided, but the costs were less than expected due to placement on the salary schedule, costs were less than anticipated, and other similar reasons. The one area that was somewhat different was the $15,000 budgeted for the STEM program. Sites focused on Blended Learning in the classroom, and those expenses were paid from other budget sources. The result was $0 expenditures. This item will continue during the 2018-19 school year.

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.

Evaluation of the Title III program, with emphasis as a result of the district's FPM review, will result in a significant increase in English learner professional development and monitoring beginning during the 2018-19 school year. In addition, the district's bilingual paraprofessionals will be centralized and deployed by the district office also beginning during the 2018-19 school year.

Goal 4

Quality Leadership, Teaching, and Learning.
Effective leadership and teaching is evident system wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes. State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 6

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
School climate (as reported by CHKS Summary of Key Indicators" results) No survey was given during the 2017-18 school year.	No survey was given during the 2017-18 school year.
Student suspension rates (Reported by CDE/Dataquest), were 7.9% (2014-15 Data). The expected rate for 2017-18 was 6.4%	Student suspension rate for last year reported (2016-17) was 6.6%. This was a significant improvement, but .2% higher than the goal.
Student expulsion rates (Reported by CDE/Dataquest) were 0.7% (2014-15 Data). The expected rates for 2017-18 was 0.6%.	Student expulsion rates. (Reported by CDE/Dataquest) 0.47%.was better than the goal.
Student Science 5th and 8th grades scaled scores (As reported by CAASPP) Scores are not yet available.	Student Science 5th and 8th grades scaled scores (As reported by CAASPP) Scores are not yet available.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*New teachers will receive targeted professional support (BTSA). *ACSA dues for district administrators to participate in professional growth and development. *Support will be provided to teachers through Par (Peer Assistance Review). *Technology Professional Development including Site Technology Leads.	*All teachers in the district eligible to receive BTSA services did receive the services. *District administrators participated in various ACSA activities and conferences, and reported back to the other district administers to share the new information they acquired. *The PAR program has completed its organizational work and supported teachers that volunteered and teachers that were assigned. *Professional development was provided in the area of technology with Google Classroom training sessions, and through badging facilitated by the Stanislaus County Office of Education.	$165,953 LCFF General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $87,560 Employee Benefits (3XXX) = $15,393 Services (5XXX) = $63,000	$158,623.56 LCFF GF (01), LCFF (0653) Certificated Salaries (1XXX)= $69,230.00 Employee Benefits (3XXX)= $13,479.08 Services (5XXX)= $75,914.48

Action 2a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Professional development for Next Generation Science Standards.	*Professional development for the Next Generation Science Standards was provided on a limited basis to individual teachers by the District's Instructional Coaches.	$0	$0

Action 2b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Two Instructional Coaches including training to assist teachers, in part, with meeting the special needs of our unduplicated student groups. *One non-student contact workday for certificated teachers to receive professional development. *Professional development for Direct Interactive Instruction and curriculum planning because this type of instructional practice is especially effective for our unduplicated student groups. *Provide instructional coach for special education.	*Two instructional coaches were in place for the entire school year. They provided support to all teachers, with new teachers and teachers that were working to implement Blended Learning in their classrooms as priorities. Blended Learning is especially effective at meeting the needs of our unduplicated student groups. *A non-student contact day, October 31, 2018 was utilized to provide professional development for teachers. A variety of learning activities was provided for teachers. *Direct Interactive Instruction professional development was	$67,395; $225,161; $65,959; $144,935 LCFF, Title I, Title II General Fund (01), LCFF (0000): Certificated Salaries (1XXX) = $57,318 Employee Benefits (3XXX) = $10,077 General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $145,273 Employee Benefits (3XXX) = $34,188 Materials & Supplies (4XXX) = $3,000	$68,742.90, $189,621.62, $67,460.44, $150,193.18 LCFF, Title I, Title II General Fund (01), LCFF (0000) GF (01), LCFF (0000) Certificated Salaries (1XXX)= $57,540.00 Employee Benefits (3XXX)= $11,202.90 GF (01), LCFF (0653) Certificated Salaries (1XXX)= $127,033.27 Employee Benefits (3XXX)= $28,281.42

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Teacher district-wide grade level PLC release time to discuss the needs of our students, including our unduplicated student groups.	provided for all new teachers in our District and is ongoing. *An instructional coach to support special education was in place and supporting teachers with an emphasis on new teachers. *Site level PLC meetings took place after each of three district benchmark assessments. Teachers, site and district administrators reviewed student performance, identified teacher best practices, and planned for improved instructional practices.	Services (5XXX) = $42,700 General Fund (01), Title I (3010): Certificated Salaries (1XXX) = $51,446 Employee Benefits (3XXX) = $14,513 General Fund (01), Title II (4035): Certificated Salaries (1XXX) = $116,165 Employee Benefits (3XXX) = $28,770	Materials & Supplies (4XXX)= $1,277.70 Services (5XXX)=$33,029.23 GF (01), Title I (3010) Certificated Salaries (1XXX)= $52,999.99 Employee Benefits (3XXX)= $14,460.45 GF (01), Title II (4035) Certificated Salaries (1XXX)= $119,673.62 Employee Benefits (3XXX)= $30,427.00 Mileage (5XXX)= $92.56

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
*Professional development for classified staff.	*Various professional development activities took place for classified staff and continue to be scheduled. They included training for the district's AERIES program and Crisis Prevention and Intervention.	$34,000 LCFF General Fund (01), LCFF (0653): Services (5XXX) = $34,000	$5,401.23 LCFF GF (01), LCFF (0653) Classified Salaries (2XXX)= $1,747.99 Employee Benefits (3XXX)= $436.40

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
			Materials & Supplies (4XXX) Services (5XXX)= $3,216.84

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.

Full implementation of Goal #4 was accomplished. The district's instructional coaches focus their attention on new teachers to the district, and teachers within the district implementing Blended Learning for the first time. In addition, various other forms of teacher support took place. Classified staff was trained as well.

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

The best evidence that the actions/services in goal #4 were effective is that student academic achievement improved as indicated by preliminary CAASPP scores. Those specific scores will be used to formally measure progress in the 2018-19 LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no areas of material difference between the Budgeted Expenditures and Estimated Actual Expenditures. All services were provided, and any differences are the result of salary schedule placement, difference in fees, etc.

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.

There were no significant changes to Goal #4.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Multiple meetings occurred during the 2018-19 school year that involved all stakeholder groups. These meetings included district-wide public meetings for stakeholders, all district bargaining units, District English Language Advisory Committee, District Parent Advisory Committee, district leadership, site leadership, teachers, students, English learner parents, superintendent's cabinet, the Empire Union School District Board, and the community at large. In previous years, stakeholders have indicated that they believe the district should move slowly and give planned actions and services time to work before being replaced. As a result, each family was surveyed with questions that focused on current actions and services. This provided feedback on the stakeholder's feelings about their effectiveness. Over 300 responses were received from approximately 2,300 families in the District. At our stakeholder meetings, a power point presentation was shared that reviewed the actions and services, and then focused on three questions: 1) What works best in the EUSD? 2) What's not working in the EUSD? 3) What might the EUSD add to increase or improve services for students? These questions were asked because the LCAP is effectively fully funded and we wanted to have, and had, a facilitated conversation about the fact that current items in the LCAP would need come out of the LCAP before something new could be added. All materials were translated into Spanish.

Parent/Teacher LCAP Meeting (Hughes)   January 18, 2018

Student LCAP Meeting (Empire)   January 24, 2018

Parent/Teacher LCAP Meeting (Capistrano)   January 25, 2018

Student LCAP Meeting (Capistrano)   February 6, 2018

Student LCAP Meeting (Hughes)   February 7, 2018

Student LCAP Meeting (Sipherd)   February 7, 2018

Parent/Teacher LCAP Meeting (Empire)   February 8, 2018

District Staff Meeting   February 13, 2018

Student LCAP Meeting (Sipherd)   February 22, 2018

District Administrator/Coaches Meeting	April 10, 2018
Stakeholder Survey sent out	April 19, 2018
Parent LCAP Meeting (District Office)	May 1, 2018
Student LCAP Meeting (Stroud)	May 3, 2018
District Parent Advisory Council LCAP meeting	May 16, 2018
District English Language Advisory Council LCAP meeting	May 16, 2018
Empire Teachers Association Consultation Meeting	May 31, 2018
CSEA Consultation Meeting	Invited May 25, 2018

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The Empire Union School District (EUSD) Local Control Accountability Plan (LCAP) guides decisions and practices related to the academic, social-emotional, mental, and physical educational needs of each student. EUSD has an 86.93% unduplicated count of high need students, including socioeconomically disadvantaged, English learners, and Foster Youth. The input from the Stakeholder groups was instrumental in the review of the 2017-20 LCAP along with adjustments recommended during stakeholder meetings. Each stakeholder group provided valuable input regarding the needs and services for each of the sub-populations in the EUSD Schools. Analysis of input from stakeholders guided adjustments to goals and actions related to the needs of EUSD students and families with a particular focus on students from socioeconomically disadvantaged, English learners, and Foster Youth subgroups. Due to this concentration of high need students, LCAP goals, actions, and services are addressed and implemented on a district wide basis. Themes from stakeholder input revealed a need for continuing existing and increasing academic supports and enrichment, social and emotional supports for students and families, professional learning and instructional resources, family engagement and education services, college and career readiness, access to rigorous courses, and educational technology to prepare students for 21st Century College and careers. As a specific result of the stakeholder engagement meetings, the need to increase and improve services specifically for our English learner students was establish as a priority that will begin with additional professional development. In addition, maintaining the theme that we should move slowly and give planned actions and services time to work before being replaced, there are a very limited number of new actions or services.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Access to a Broad and Challenging Curriculum.

Students have equitable access to rigorous, well rounded, standards aligned curriculum materials and programs, and access to and skill in applying technologies to leverage learning, assuring college and career readiness. State and/or Local Priorities addressed by this goal:

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities:

Identified Need:

This goal addresses instructional materials and programs. The EUSD believes that instructional materials practices need to be consistent within the district, but still allowing for specific site needs.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student access to standards-aligned	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
instructional practices. (School site certification)				
Implementation of CCSS for all students, including ELs. (CDE Priority 2 reflection tool)	Baseline to be established by survey to be administered to teachers in August 2017	5% increase in average rating as compared to August 2017 survey administration	5% increase in average rating as compared to August 2017-18 survey administration	5% increase in average rating as compared to August 2018-19 survey administration
Master schedule at the elementary and middle school levels that includes ELA/ELD, Math, Science, Social Studies, and P.E. for all students including English learners. Low income, foster youth, and students with exceptional needs.	100%	100%	100%	100%

Planned Actions / Services

Action **1a**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*Technology Program including ongoing licensing, repair and replacement. *Local Area Support Technician.	*Technology Program including ongoing licensing, repair and replacement. *Local Area Support Technician.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,640,479; $154,489	$2,241,600, $176,603	
Source	LCFF	LCFF	
Budget Reference	General Fund (01), LCFF (0042): Materials & Supplies (4XXX) = $240,571 Services (5XXX) = $98,194 Transfer to Reserve/Replacement Fund (7XXX) = $1,301,714 General Fund (01), LCFF (0653): Classified Salaries (2XXX) = $116,343 Employee Benefits (3XXX) = $38,146	Tech Reserve GF (01), LCFF (0042) Materials & Supplies (4XXX)=$1,755,000 Services (5XXX)'$486,600 LANST GF (01), LCFF (0653) Classified Salaries (2XXX)=$142,633 Employee Benefits (3XXX)=$48,469 Mileage (5XXX)=$3,500	

Action   1b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners; Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*Library/Literacy support, including increased library media clerk time to support our unduplicated student groups who are less likely to have a personal library at home. *Provide instructional aide support for TK classes to increase the effectiveness of instruction due to the needs of first time English Learners. *6 additional teachers for class size reduction to better serve our unduplicated student groups.	*Library/Literacy support, including increased library media clerk time to support our unduplicated student groups who are less likely to have a personal library at home. *Provide instructional aide support for TK classes to increase the effectiveness of instruction due to the needs of first time English Learners. *6 additional teachers for class size reduction to better serve our unduplicated student groups.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$716,611	$207,695, $49,368, $620,289	
Source	LCFF	LCFF	
Budget Reference	General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $379,171 Classified Salaries (2XXX) = $150,669 Employee Benefits (3XXX) = $156,771 Materials & Supplies (4XXX) = $30,000	Library/Literacy Support ($10/student=site) GF (01), LCFF (0653) Classified Salaries (2XXX)=$121,939 Employee Benefits (3XXX)=$40,006 Materials & Supplies (4XXX)=$30,150 Services (5XXX)=$15,600 TK Para professionals GF (01), LCFF (0653) Classified Salaries (2XXX)=$38,471 Employee Benefits (3XXX)=$10,898 6 FTE CSR , +1 FTE GLICK GF (01), LCFF (0653) Certificated Salaries (1XXX)=$479,857 Employee Benefits (3XXX)=$140,433	

Action   2a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*No new curriculum adoptions will be purchased in 2017-18	*History / Social Studies curriculum will be purchased for implementation during the 2018-19 school year.	*Science curriculum will be purchased for implementation during the 2019-20 school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$245,000.00	

Year	2017-18	2018-19	2019-20
Source		LCFF	
Budget Reference		Curriculum Adoption GF (01), LCFF (0653) Materials & Supplies (4XXX)=$245,000	

Action   2b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners; Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*Supplemental instructional materials to provide additional resources, especially for our unduplicated student groups. *Pilot Stanislaus Reads and Footsteps 2 Brilliance program, with an emphasis on our unduplicated student groups, to increase the percentage of children ready for kindergarten, and students reading at grade level by the end of third grade.	*Supplemental instructional materials to provide additional resources, especially for our unduplicated student groups. *Pilot Stanislaus Reads and Footsteps 2 Brilliance program, with an emphasis on our unduplicated student groups, to increase the percentage of children ready for kindergarten, and students reading at grade level by the end of third grade.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$85,700	$50,000.00	
Source	LCFF	LCFF	
Budget Reference	General Fund (01), LCFF (0653): Materials & Supplies (4XXX) = $85,700	Supplemental Inst'l Mats GF (01), LCFF (0653) Materials & Supplies (4XXX)=$50,000	

Action **3a**

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*Music program support.	*Music program support.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$30,000.00	
Source	LCFF	LCFF	
Budget Reference	General Fund (01), LCFF (0653): Materials & Supplies (4XXX) = $14,000 Services (5XXX) = $11,000	Music Program Support GF (01), LCFF (0653) Services (5XXX)=$30,000	

Action 3b

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners; Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*Provide the opportunity for all students, especially our English Learners, Foster Youth, and Low Income students who are unlikely to have the resources to attend to	*Provide the opportunity for all students, especially our English Learners, Foster Youth, and Low Income students who are unlikely to have the resources to attend to	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
participate in an outdoor education program with EUSD assistance.	participate in an outdoor education program with EUSD assistance.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$95,000	$100,257.00	
Source	LCFF		
Budget Reference	General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $4,400 Employee Benefits (3XXX) = $774 Services (5XXX) = $89,826	Outdoor Ed GF (01), LCFF (0653) Certificated Salaries (1XXX)=$4,400 Employee Benefits (3XXX)=$856 Services (5XXX)=$95,000	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 2

Positive School Environment, Climate, and Culture with Equity at the Core and Support for the Whole Child.

Schools provide safe and well maintained facilities and positive learning climates that are culturally responsive, challenge bias, and support the academic, social, emotional, and physical needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities

Identified Need:

This goal addresses school climate and operations. The at-risk nature of the EUSD's student population make it imperative that the EUSD address the whole child, their families, and the community at large.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities in good repair. (Facilities walk-through reports)	Overall rating 3.33 (4.0 = Exemplary)	Overall rating 3.50 (4.0 = Exemplary)	Overall rating 3.50 (4.0 = Exemplary)	Overall rating 3.50 (4.0 = Exemplary)
Promotion of parent participation, including participation in programs for unduplicated pupils and	Baseline to be established by survey to be administered in August 2017	5% increase in average rating as compared to August 2017 survey administration	5% increase in average rating as compared to August 2017-18 survey administration	5% increase in average rating as compared to August 2018-19 survey administration

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
programs for individuals with exceptional needs (CDE LCFF Priority #3 Parent Engagement Survey)				
School attendance rates (on date of P-2 data reporting)	94.48%	94.63%	94.78%	94.93%
Chronic absenteeism rates (CDE / Dataquest)	Data not yet available	Reduce by .25% from previous data point	Reduce by .25% from previous data point	Reduce by .25% from previous data point
Middle school dropout rate. (Aeries data report)	.83% (Enrollment on CBED day 2015/total dropouts)	.66%	.66%	.66%

Planned Actions / Services

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*Maintain all school facilities in good repair as defined in the Education Code. *Roaming custodian. *Purchase 2 new efficient, safety and environmentally compliant school busses to modernize the district's bus fleet.	*Maintain all school facilities in good repair as defined in the Education Code. *Roaming custodian. *Purchase 2 new efficient, safety and environmentally compliant school busses to modernize the district's bus fleet. *Update Professional Development Room (Conference Room "A") *Convert office to Special Education conference room to provide confidentiality for IEP meetings	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,070,208; $59,367	$1,172,357.00	
Source	LCFF	LCFF	
Budget Reference	General Fund (01), LCFF (0000): Contribution to Maintenance (8XXX) = $1,003,208 Transfer to Capital Outlay (7XXX) = $67,000 General Fund (01), LCFF (0653): Classified Salaries (2XXX) = $43,410 Employee Benefits (3XXX) = $15,957	School Facilities in good repair Conference Room A - Remodel SPED Conference Room GF (01), LCFF (0000) Contribution (8XXX)=$1,108,150 Roaming Custodian GF (01), LCFF (0653) Classified Salaries (2XXX)=$46,322 Employee Benefits (3XXX)=$17,885	

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*Maintain school site ELAC and Student Site Council agendas, including training for parent input. *District level support of parent engagement, in collaboration with school sites, will actively solicit student/parent input regarding school activities and implement as possible, to improve the quality and quantity of student/parent engagement, especially the parents of our unduplicated student groups. *Provide parent education opportunities, with a focus on English for our English Learner parents.	*Maintain school site ELAC and Student Site Council agendas, including training for parent input. *District level support of parent engagement, in collaboration with school sites, will actively solicit student/parent input regarding school activities and implement as possible, to improve the quality and quantity of student/parent engagement, especially the parents of our unduplicated student groups. *Provide parent education opportunities, with a focus on English for our English Learner parents.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$258,778	$293,232.00, $7,000.00	
Source	LCFF	LCFF	
Budget Reference	General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $33,412 Classified Salaries (2XXX) = $159,665 Employee Benefits (3XXX) = $58,701 Materials & Supplies (4XXX) = $2,000 Services (5XXX) = $5,000	Maintain ELAC, student site council agendas District Support Stakeholder Input Activities Provide parent education opportunities GF (01), LCFF (0653) Certificated Salaries (1XXX)=$34,077 Classified Salaries (2XXX)=$164,765 Employee Benefits (3XXX)=$67,583 Materials & Supplies (4XXX)=$15,807 Services (5XXX)=$18,000	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*Specific learning strategies to meet the needs of students from all subgroups, with an emphasis on our unduplicated student groups, will be implemented. *Because of the additional need to be at school every day for our unduplicated student groups, improved student attendance rates will be encouraged and monitored and individual school sites will implement "Attendance Campaigns" as determined by the individual sites. *Identify resources to specifically support Foster Youth and their needs in our district.	*Specific learning strategies to meet the needs of students from all subgroups, with an emphasis on our unduplicated student groups, will be implemented. *Because of the additional need to be at school every day for our unduplicated student groups, improved student attendance rates will be encouraged and monitored and individual school sites will implement "Attendance Campaigns" as determined by the individual sites. *CASA will review our current support of Foster Youth and identify specific practices and resources for our district consider to specifically support Foster Youth and their needs in our district. *Provide Rosetta Stone software for use by "newcomer" English learner students.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$8,000.00	
Source	LCFF	LCFF	
Budget Reference	General Fund (01), LCFF (0653): Materials & Supplies (4XXX) = $3,0000	Specific Strategies to meet subgroup needs Improved student attendance Rosetta Stone GF (01), LCFF (0653) Services (5XXX)=$5,000 Resources for Foster Youth GF (01), LCFF (0653) Services (5XXX)=$3,000	

Action   4a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*Athletic program support. *All schools will be safe, inviting, and nurturing.	*Athletic program support. *All schools will be safe, inviting, and nurturing.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$16,705	$45,000	
Source	LCFF	LCFF	
Budget Reference	General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $6,940 Classified Salaries (2XXXX) = $4,440 Employee Benefits (3XXX) = $2,324	Athletic Program GF (01), LCFF (0653) Certificated Salaries (1XXX)=$6,940 Classified Salaries (2XXX)=$4,440 Employee Benefits (3XXX)=$2,324	

Year	2017-18	2018-19	2019-20
	Services (5XXX) = $3,001	Services (5XXX)=$31,296 Schools will be safe, inviting and nurturing	

Action 4b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*Students will receive social emotional interventions through expanded counseling services with priority given to our unduplicated student groups. *Students will receive discipline interventions through District-wide positive behavior intervention program implementation year 3 of 3 (including SWIS), designed with our unduplicated student groups in mind. *Allow school sites to support student achievement through supplemental services by selecting from a menu of actions and services identified by EUSD stakeholders, with input from the ELAC and School Site Councils.	*Students will receive social emotional interventions through expanded counseling services with priority given to our unduplicated student groups. *Students will receive discipline interventions through District-wide positive behavior intervention program implementation year 3 of 3 (including SWIS), designed with our unduplicated student groups in mind. *Allow school sites to support student achievement through supplemental services by selecting from a menu of actions and services identified by EUSD stakeholders, with input from the ELAC and School Site Councils.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$774,783	$758,694	
Source	LCFF	LCFF	
Budget Reference	General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $257,262 Classified Salaries (2XXX) = $147,935	Counseling (+2 FTE) GF (01), LCFF (0653) Certificated Salaries (1XXX)=$378,576 Employee Benefits (3XXX)=$119,818	

Year	2017-18	2018-19	2019-20
	Employee Benefits (3XXX) = $122,036 Materials & Supplies (4XXX) = $121,944 Services (5XXX) = $125,606	Positive Behavior Intervention Program GF (01), LCFF (0653) Classified Salaries (2XXX)$2,061 Employee Benefits (3XXX)=$439 Services (5XXX)=$7,800 Site Support GF (01), LCFF (0653) Certificated Salaries (1XXX)=$11,100 Classified Salaries (2XXX)=$56,048 Employee Benefits (3XXX)=$17,988 Materials & Supplies (4XXX)=$92,516 Services (5XXX)=$72,350	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Closing the Achievement Gap with High Expectations for All

All levels of the organization work to improve achievement for all students and close the achievement gap for all underperforming student groups.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 8

Local Priorities:

Identified Need:

This goal addresses instructional practices. The EUSD's teaching and support staff need to address the specific academic needs of our students as indicated by student assessment data and teacher professional learning community collaboration.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of properly credentialed teachers. (Self-reported)	100%	100%	100%	100%
Student ELA 3rd-8th grades scaled	2465	2477	2489	2500

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
scores (As reported by CAASPP)				
Student ELA 3rd-8th grades scaled scores gap between "All Students" and "EL Only" (As reported by California Dashboard)	-68	-54	-42	-34
Student Math 3rd-8th grades scaled scores (As reported by CAASPP)	2455	2475	2494	2512
Student Math 3rd-8th grades scaled scores gap between "All Students" and "EL Only" (As reported by California Dashboard)	-52	-43	-34	-26
English learner reclassification rate (as reported by CDE/Dataquest)	17.3% (2014-15)	18.1%	19.0%	19.1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT Average Domain Mean Scale Scores (As reported by CDE/Dataquest) *Note that in 2018-19 CELDT will be replaced by the ELPAC	CELDT Listening 468.2 Speaking 491.5 Reading 472.9 Writing 477.3	CELDT Listening 491.6 Speaking 516.1 Reading 496.5 Writing 501.1	A new baseline will be set based on the initial ELPAC results	To be determined after the 2018-19 baseline results are established
% of students meeting at least 4 of 6 fitness standards (as reported in the HFZ Summary report by CDE/Dataquest)	5th grade 62.1 7th grade 76.1	5th grade 63.9 7th grade 77.6	5th grade 65.8 7th grade 79.1	5th grade 67.8 7th grade 80.0
NGSS assessment results	N/A	N/A	A new baseline will be set based on the initial assessment results	To be determined after 2018-19 baseline results are established
Number of students that participate in site RtI programs. (Reported by individual school sites)	26%	50%	75%	100%
High School metrics do not apply because Empire Union School District	N/A	N/A	N/A	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
only serves K-8 students				
Academic Performance Index	N/A	N/A	N/A	N/A

Planned Actions / Services

Action   1a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students with Disabilities	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*1 additional special education teacher.	*1 additional special education teacher.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,034	$64,056.00	
Source	LCFF	LCFF	
Budget Reference	General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $80,715 Employee Benefits (3XXX) = $19,319	SPED teacher GF (01), LCFF (0653) Certificated Salaries (1XXX)=$19,000 Employee Benefits (3XXX)=$3,700	

Action   1b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*Supplemental teachers will be provided for school sites to support intervention and enrichment programs with a focus on our unduplicated student groups. *Summer Institute professional development on Blended Learning to provide teachers with instructional techniques to address the needs of those students that may have less opportunity and exposure to technology and its advantages.	*Supplemental teachers will be provided for school sites to support intervention and enrichment programs with a focus on our unduplicated student groups. *Summer Institute professional development on Blended Learning to provide teachers with instructional techniques to address the needs of those students that may have less opportunity and exposure to technology and its advantages.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$303,011	$301,081.00, $22,700.00	
Source	LCFF	LCFF	
Budget Reference	General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $238,492 Employee Benefits (3XXX) = $63,019 Materials & Supplies (4XXX) = $1,500	Supplemental Teachers GF (01), LCFF (0653) Certificated Salaries (1XXX)=$233,894 Employee Benefits (3XXX)=$67,187 Summer Institute GF (01), LCFF (0653) Certificated Salaries (1XXX)=$49,482 Employee Benefits (3XXX)=$14,574	

Action   2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*Actively measure effectiveness of Title III plan tasks and maintain implementation to benefit our English Learners. *Evaluate, modify, and adjust each school's revised response to intervention (RtI) program, including enrichment for advanced students, and supplemental support for other students including our unduplicated student groups.	*Actively measure effectiveness of Title III plan tasks and maintain implementation to benefit our English Learners. *Evaluate, modify, and adjust each school's revised response to intervention (RtI) program, including enrichment for advanced students, and supplemental support for other students including our unduplicated student groups.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$138,000	$287,357.00	
Source	LCFF	LCFF	

Year	2017-18	2018-19	2019-20
Budget Reference	General Fund (01), LCFF (0653): Materials & Supplies (4XXX) = $55,000 Services (5XXX) = $83,000	Actively measure Title III plan Response to Intervention GF (01), LCFF (0653) Materials & Supplies (4XXX)=$55,000 Services (5XXX)=$232,356	

Action   3a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*SchoolCity and electronic assessment bank including professional development on how to specifically identify our unduplicated student groups. *Site level PLC's will be created to review student performance data and adjust instruction. *Administrator substitutes for district principals to be released for PLC's during the school day. *Student performance data will be recorded and analyzed to provide feedback for customizing student instruction, with extra attention to the data of our unduplicated student groups.	*SchoolCity and electronic assessment bank including professional development on how to specifically identify our unduplicated student groups. *Site level PLC's will be created to review student performance data and adjust instruction. *Administrator substitutes for district principals to be released for PLC's during the school day. *Student performance data will be recorded and analyzed to provide feedback for customizing student instruction, with extra attention to the data of our unduplicated student groups. *Students will be given a benchmark assessment provided by NWEA.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$61,763	$40,000, $40,500, $17,204, $5,161, $68,815	
Source	LCFF	LCFF	
Budget Reference	General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $28,032 Employee Benefits (3XXX) = $2,751 Services (5XXX) = $30,980	School City Analyze student performance data – NWEA GF (01), LCFF (0653) Services (5XXX)=$80,500 PLC Teacher Sub Costs – Sites PLC's - Admin Support PLC Teacher Sub Costs – District GF (01), LCFF (0653) Certificated Salaries (1XXX)=$76,320 Employee Benefits (3XXX)=$14,860	

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

*Explore and implement expanded after school and summer school services for students, including our unduplicated student groups that often have less opportunity.

2018-19 Actions/Services

*Continue expanded after school and summer school services for students, including our unduplicated student groups that often have less opportunity.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$141,628	$142,000.00	

Year	2017-18	2018-19	2019-20
Source	LCFF	LCFF	
Budget Reference	General Fund (01), LCFF (0000) (0653): Contribution to ASES (8XXX): $35,629 General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $27,752 Classified Salaries (2XXX) = $22,777 Employee Benefits (3XXX) = $10,540 Materials & Supplies (4XXX) = $22,465 Services (5XXX) = $22,465	After school, summer activities and early Back GF (01), LCFF (0653) Certificated Salaries (1XXX)=$32,493 Classified Salaries (2XXX)=$17,188 Employee Benefits (3XXX)=$11,046 Materials & Supplies (4XXX)=$40,000 Services (5XXX)=$41,273	

Action   5a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students with Disabilities	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*Support special education instructional material and program needs including community-based instruction.	*Support special education instructional material and program needs including community-based instruction.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,000	$2,000	
Source	LCFF	LCFF	
Budget Reference	General Fund (01), LCFF (0653): Materials & Supplies (4XXX) = $3,000 Services (5XXX) = $3,000	Community Based Instruction CBI GF (01), LCFF (0653) Materials & Supplies (4XXX)=$2,000	

Action **5b**

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*STEM Program exploration (Begin piloting STEM).	*STEM Program exploration (Begin piloting STEM).	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$8,372.00	
Source	LCFF	LCFF	
Budget Reference	General Fund (01), LCFF (0653): Materials & Supplies (4XXX) = $15,000	STEM Program GF (01), LCFF (0653) Materials & Supplies (4XXX)=$8,372	

Action   5c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Kindergarten, first, second, and third grade students	All Elementary Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
This action did not exist in 2017-18	*Provide Dyslexia screening for all kindergarten through third grade students that have not been screened previously	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$4,700.00	
Source		LCFF	
Budget Reference	This action did not exist in 2017-18.	Dyslexia Screening GF (01), LCFF (0653) Services (5XXX)=$4,700	

Action   **6**

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
English Learners	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
This action did not exist in 2017-18.	*English Language Professional development for all teachers and administrators. *Centralized English Language paraprofessionals to serve English language students.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$60,000, $77,400, $136,708.00	
Source		LCFF	
Budget Reference		EL Professional Dev EL Paras EL Paras GF (01), LCFF (0653) Classified Salaries (2XXX)=$102,780 Employee Benefits (3XXX)=$33,927 GF (01), Title III (4203) Classified Salaries (2XXX)=$58,191 Employee Benefits (3XXX)=$19,191 Services (5XXX)=$60,000	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 4

Quality Leadership, Teaching, and Learning.

Effective leadership and teaching is evident system wide with a unifying vision that equips and empowers all stakeholders to provide optimal student learning opportunities and outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 6

Local Priorities:

Identified Need:

This goal addresses teacher's and classified professional's development. As educational practices change, EUSD teachers and staff need to be provided with professional development to allow them to assess and change their instructional practices to meet the 21st century needs of the students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School climate (as reported by CHKS Summary of Key Indicators" results)	2016-17 CHKS "Summary of Key Indicators"	No survey	Increase positive factors by 5% on 50% of positive indicators and decrease negative factors by 5% on 50% of negative indicators	No survey
Student suspension rates (Reported by CDE/Dataquest)	7.9% (2014-15 Data)	6.4%	5.8%	5.5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student expulsion rates. (Reported by CDE/Dataquest)	0.7% (2014-15 Data)	0.6%	0.5%	0.4%
Student Science 3th and 8th grades scaled scores (As reported by CAASPP)	N/A	N/A	N/A	Baseline data provided by CAASPP

Planned Actions / Services

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*New teachers will receive targeted professional support (BTSA). *ACSA dues for district administrators to participate in professional growth and development. *Support will be provided to teachers through Par (Peer Assistance Review). *Technology Professional Development including Site Technology Leads.	*New teachers will receive targeted professional support (BTSA). *ACSA dues for district administrators to participate in professional growth and development. *Support will be provided to teachers through Par (Peer Assistance Review). *Technology Professional Development including Site Technology Leads. *Provide Dyslexia screening for all Kindergarten – third grade students not previously screened.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$165,953	$167,024.00	
Source	LCFF	LCFF	
Budget Reference	General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $87,560	BTSA ACSA Dues PAR	

Year	2017-18	2018-19	2019-20
	Employee Benefits (3XXX) = $15,393 Services (5XXX) = $63,000	Tech PD Stipends GF (01), LCFF (0653) Certificated Salaries (1XXX)=$84,560 Employee Benefits (3XXX)=$16,466 Materials & Supplies (4XXX)=$66,000	

Action   2a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*Professional development for Next Generation Science Standards.	*Professional development for Next Generation Science Standards.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	
Source		LCFF	
Budget Reference			

Action   2b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	LEA-Wide	ALL Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*Two Instructional Coaches including training to assist teachers, in part, with meeting the special needs of our unduplicated student groups. *One non-student contact workday for certificated teachers to receive professional development. *Professional development for Direct Interactive Instruction and curriculum planning because this type of instructional practice is especially effective for our unduplicated student groups. *Provide instructional coach for special education.	*Two Instructional Coaches including training to assist teachers, in part, with meeting the special needs of our unduplicated student groups. *One non-student contact workday for certificated teachers to receive professional development. *Professional development for Direct Interactive Instruction and curriculum planning because this type of instructional practice is especially effective for our unduplicated student groups. *Provide instructional coach for special education.	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*Teacher district-wide grade level PLC release time to discuss the needs of our students, including our unduplicated student groups.	*Teacher district-wide grade level PLC release time to discuss the needs of our students, including our unduplicated student groups.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$67,395; $225,161; $65,959; $144,935	$427,208.00	
Source	LCFF, Title I, Title II	LCFF, Title I, Title II	
Budget Reference	General Fund (01), LCFF (0000): Certificated Salaries (1XXX) = $57,318 Employee Benefits (3XXX) = $10,077 General Fund (01), LCFF (0653): Certificated Salaries (1XXX) = $145,273 Employee Benefits (3XXX) = $34,188 Materials & Supplies (4XXX) = $3,000 Services (5XXX) = $42,700 General Fund (01), Title I (3010): Certificated Salaries (1XXX) = $51,446	Inst'l Coaches GF (01), Title I (3010) Certificated Salaries (1XXX)=$74,965 Employee Benefits (3XXX)=$22,406 GF (01), Title II (4035) Certificated Salaries (1XXX)=$98,187 Employee Benefits (3XXX)=$25,634 Special Ed Instructional Coach Coaches PD SPED University Teacher PD GF (01), LCFF (0653) Certificated Salaries (1XXX)=$101,857	

Year	2017-18	2018-19	2019-20
	Employee Benefits (3XXX) = $14,513 General Fund (01), Title II (4035): Certificated Salaries (1XXX) = $116,165 Employee Benefits (3XXX) = $28,770	Employee Benefits (3XXX)=$28,500 Services (5XXX)=$3,453 1 day certificated PD (Non Student Day) GF (01), LCFF (0000) Certificated Salaries (1XXX)=$60,437.76 Employee Benefits (3XXX)=$11,767.23	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
*Professional development for classified staff.	*Professional development for classified staff.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$34,000	$15,000.00	
Source	LCFF	LCFF	
Budget Reference	General Fund (01), LCFF (0653): Services (5XXX) = $34,000	Classified PD GF (01), LCFF (0653) Services (5XXX)=$15,000	

Action   4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	*Have third party research organization assist district with analysis of programs in the district, including within the LCAP to evaluate effectiveness and identify best practices.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$30,000.00	
Source		LCFF	
Budget Reference		Hanover Research GF (01), LCFF (0653) Services (5XXX)=$30,000	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 7,443,613.00	32.65%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Since the implementation of LCFF and the EUSD's first LCAP, we have attempted to maintain as many of the same actions as possible. Through the evaluation process, which has been difficult and slow due to the often delayed distribution of qualitative data. Qualitative assessment of our action's effectiveness does appear to indicate positive growth, with more success to follow. As a result of this strategy, nearly all actions remain the same as included in last year's LCAP. This greatly reduces the "increased" services for students. However, because we have maintained nearly all of the same actions, we are learning how to improve their effectiveness and are providing "improved" services at a level at least equal to the 32.65% of increased supplemental and concentration funds. Specifically, following are the actions and services that are principally directed to and effective in meeting our goals for unduplicated pupils in the eight state priorities and how they "improve" or "increase" services to our unduplicated students:

New for the 2018-19 LCAP

-Update Professional Development Room (Conference Room "A")

-Convert office to Special Education conference room to provide confidentiality for IEP meetings

-Provide Dyslexia screening for all kindergarten through third grade students that have not been screened previously

-Have third party research organization assist district with analysis of programs in the district, including within the LCAP to evaluate effectiveness and identify best practices.

Continued from the 2017-18 LCAP

- Library/Literacy support, including increased library media clerk time to support our unduplicated student

  groups who are less likely to have a personal library at home.

- Provide instructional aide support for TK classes to increase the effectiveness of instruction due to the

  needs of first time English Learners.

- 6 additional teachers for class size reduction to better serve our unduplicated student groups.

- Provide the opportunity for all students, especially our English Learners, Foster Youth, and Low Income

  students who are unlikely to have the resources to attend to participate in an outdoor education program

  with EUSD assistance.

- Supplemental instructional materials to provide additional resources, especially for our unduplicated

  student groups.

- Provide the opportunity for all students, especially our English Learners, Foster Youth, and Low Income

  students who are unlikely to have the resources to attend to participate in an outdoor education program

with EUSD assistance.
- Maintain school site ELAC and Student Site Council agendas, including training for parent input.
- District level support of parent engagement, in collaboration with school sites, will actively solicit
  student/parent input regarding school activities and implement as possible, to improve the quality and
  quantity of student/parent engagement, especially the parents of our unduplicated student groups.
- Specific instructional strategies to meet the needs of students from all subgroups, with an emphasis on
  our unduplicated student groups, will be implemented.
- Because of the additional need to be at school every day for our unduplicated student groups, improved
  student attendance rates will be encouraged and monitored and individual school sites will implement
  "Attendance Campaigns" as determined by the individual sites.
- Identify resources to specifically support Foster Youth and their needs in our district.
- Students will receive social emotional interventions through expanded counseling services with priority
  given to our unduplicated student groups.
- Students will receive discipline interventions through District-wide positive behavior intervention program
  implementation year 3 of 3 (including SWIS), designed with our unduplicated student groups in mind.
- Allow school sites to support student achievement through supplemental services by selecting from a
  menu of actions and services identified by EUSD stakeholders, with input from the ELAC and School Site
  Councils.
- Supplemental teachers will be provided for school sites to support intervention and enrichment programs
  with a focus on our unduplicated student groups.
- Actively measure effectiveness of Title III plan tasks and maintain implementation to benefit our English
  Learners.
- Evaluate, modify, and adjust each school's revised response to intervention (RtI) program, including
  enrichment for advanced students, and supplemental support for other students including our
  unduplicated student groups.

- SchoolCity and electronic assessment bank including professional development on how to specifically
  identify our unduplicated student groups.
- Site level PLC's will be created to review student performance data and adjust instruction.
- Administrator substitutes for district principals to be released for PLC's during the school day.
- Student performance data will be recorded and analyzed to provide feedback for customizing student
  instruction, with extra attention to the data of our unduplicated student groups.
- Explore and implement expanded after school and summer school services for students, including our
  unduplicated student groups that often have less opportunity.
- Two Instructional Coaches including training to assist teachers, in part, with meeting the special needs of
  our unduplicated student groups.
- One non-student contact workday for certificated teachers to receive professional development.
- Professional development for Direct Interactive Instruction and curriculum planning because this type of
  instructional practice is especially effective for our unduplicated student groups.
- Provide instructional coach for special education.
- Teacher district-wide grade level PLC release time to discuss the needs of our students, including our
  unduplicated student groups.

New actions in the 2018-19 LCAP targeted at our unduplicated student groups include:
-Rosetta Stone software for use by "newcomer" English learner students.
Students will be given a benchmark assessment provided by NWEA.
-English Language Professional development for all teachers and administrators.
-Centralized English Language paraprofessionals to serve English language students.

Continuing actions from the 2017-18 LCAP targeted at our unduplicated student groups include
- Pilot Stanislaus Reads and Footsteps 2 Brilliance program, with an emphasis on our unduplicated

student groups, to increase the percentage of children ready for kindergarten, and students reading at

grade level by the end of third grade.

- Provide parent education opportunities, with a focus on English for our English Learner parents.

- Summer Institute professional development on Blended Learning to provide teachers with instructional

techniques to address the needs of those students that may have less opportunity and exposure to

technology and its advantages.

The EUSD district has an unduplicated rate of 86.93%. As a result of collaboration with our stakeholders in district-wide meetings, we also have many actions that are focused on all students in the district, and are provided district-wide as well. Of course, it is understood that these actions will result in meeting the needs of our duplicated students as well as all students in the district. Following are the actions directed to all students at all locations in the district:

- Technology Program including ongoing licensing, repair and replacement.

- Local Area Support Technician.

- Music program support.

- Maintain all school facilities in good repair as defined in the Education Code.

- Roaming custodian.

- Purchase 2 new efficient, safety and environmentally compliant school busses to modernize the district's

bus fleet.

- Athletic program support.

- All schools will be safe, inviting, and nurturing.

- 1 additional special education teacher. (Special Education)

- Support special education instructional material and program needs including community-based

instruction. (Special Education)

- STEM Program exploration (Begin piloting STEM).

- New teachers will receive targeted professional support (BTSA).

- ACSA dues for district administrators to participate in professional growth and development.

- Support will be provided to teachers through Par (Peer Assistance Review).

- Technology Professional Development including Site Technology Leads.

- Professional development for Next Generation Science Standards.

- Professional development for classified staff.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

$ 6,311,743.00

Percentage to Increase or Improve Services

29.28%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Since the implementation of LCFF and the EUSD's first LCAP, we have attempted to maintain as many of the same actions as possible. Through the evaluation process, which has been difficult and slow due to the often delayed distribution of qualitative data.

Qualitative assessment of our action's effectiveness does appear to indicate positive growth, with more success to follow. As a result of this strategy, nearly all actions remain the same as included in last year's LCAP. This greatly reduces the "increased" services for students. However, because we have maintained nearly all of the same actions, we are learning how to improve their effectiveness and are providing "improved" services at a level at least equal to the 29.28% of increased supplemental and concentration funds. Specifically, following are the actions and services that are principally directed to and effective in meeting our goals for unduplicated pupils in the eight state priorities and how they "improve" or "increase" services to our unduplicated students:

- Library/Literacy support, including increased library media clerk time to support our unduplicated student
  groups who are less likely to have a personal library at home.
- Provide instructional aide support for TK classes to increase the effectiveness of instruction due to the
  needs of first time English Learners.
- 6 additional teachers for class size reduction to better serve our unduplicated student groups.
- Provide the opportunity for all students, especially our English Learners, Foster Youth, and Low Income
  students who are unlikely to have the resources to attend to participate in an outdoor education program
  with EUSD assistance.
- Supplemental instructional materials to provide additional resources, especially for our unduplicated
  student groups.
- Provide the opportunity for all students, especially our English Learners, Foster Youth, and Low Income
  students who are unlikely to have the resources to attend to participate in an outdoor education program
  with EUSD assistance.
- Maintain school site ELAC and Student Site Council agendas, including training for parent input.
- District level support of parent engagement, in collaboration with school sites, will actively solicit
  student/parent input regarding school activities and implement as possible, to improve the quality and
  quantity of student/parent engagement, especially the parents of our unduplicated student groups.
- Specific instructional strategies to meet the needs of students from all subgroups, with an emphasis on
  our unduplicated student groups, will be implemented.
- Because of the additional need to be at school every day for our unduplicated student groups, improved
  student attendance rates will be encouraged and monitored and individual school sites will implement

"Attendance Campaigns" as determined by the individual sites.

- Identify resources to specifically support Foster Youth and their needs in our district.
- Students will receive social emotional interventions through expanded counseling services with priority given to our unduplicated student groups.
- Students will receive discipline interventions through District-wide positive behavior intervention program implementation year 3 of 3 (including SWIS), designed with our unduplicated student groups in mind.
- Allow school sites to support student achievement through supplemental services by selecting from a menu of actions and services identified by EUSD stakeholders, with input from the ELAC and School Site Councils.
- Supplemental teachers will be provided for school sites to support intervention and enrichment programs with a focus on our unduplicated student groups.
- Actively measure effectiveness of Title III plan tasks and maintain implementation to benefit our English Learners.
- Evaluate, modify, and adjust each school's revised response to intervention (RtI) program, including enrichment for advanced students, and supplemental support for other students including our unduplicated student groups.
- SchoolCity and electronic assessment bank including professional development on how to specifically identify our unduplicated student groups.
- Site level PLC's will be created to review student performance data and adjust instruction.
- Administrator substitutes for district principals to be released for PLC's during the school day.
- Student performance data will be recorded and analyzed to provide feedback for customizing student instruction, with extra attention to the data of our unduplicated student groups.
- Explore and implement expanded after school and summer school services for students, including our unduplicated student groups that often have less opportunity.
- Two Instructional Coaches including training to assist teachers, in part, with meeting the special needs of

our unduplicated student groups.

- One non-student contact workday for certificated teachers to receive professional development.

- Professional development for Direct Interactive Instruction and curriculum planning because this type of
  instructional practice is especially effective for our unduplicated student groups.

- Provide instructional coach for special education.

- Teacher district-wide grade level PLC release time to discuss the needs of our students, including our
  unduplicated student groups.

New actions targeted at our unduplicated student groups include:

- Pilot Stanislaus Reads and Footsteps 2 Brilliance program, with an emphasis on our unduplicated
  student groups, to increase the percentage of children ready for kindergarten, and students reading at
  grade level by the end of third grade.

- Provide parent education opportunities, with a focus on English for our English Learner parents.

- Summer Institute professional development on Blended Learning to provide teachers with instructional
  techniques to address the needs of those students that may have less opportunity and exposure to
  technology and its advantages.

The EUSD district has an unduplicated rate of 84.40%. As a result of collaboration with our stakeholders in district-wide meetings, we also have many actions that are focused on all students in the district, and are provided district-wide as well. Of course, it is understood that these actions will result in meeting the needs of our unduplicated students as well as all students in the district. Following are the actions directed to all students at all locations in the district:

- Technology Program including ongoing licensing, repair and replacement.

- Local Area Support Technician.

- Music program support.

- Maintain all school facilities in good repair as defined in the Education Code.

- Roaming custodian.
- Purchase 2 new efficient, safety and environmentally compliant school busses to modernize the district's
  bus fleet.
- Athletic program support.
- All schools will be safe, inviting, and nurturing.
- 1 additional special education teacher. (Special Education)
- Support special education instructional material and program needs including community-based
  instruction. (Special Education)
- STEM Program exploration (Begin piloting STEM).
- New teachers will receive targeted professional support (BTSA).
- ACSA dues for district administrators to participate in professional growth and development.
- Support will be provided to teachers through Par (Peer Assistance Review).
- Technology Professional Development including Site Technology Leads.
- Professional development for Next Generation Science Standards.
- Professional development for classified staff.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

> As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

> State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

> List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

> Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

> For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

   o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
   A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
   B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
   C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
   A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
   B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
   A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
   B. How the school district will promote parental participation in programs for unduplicated pupils; and
   C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
   A. Statewide assessments;
   B. The Academic Performance Index;
   C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
   D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
   E. The English learner reclassification rate;
   F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
   A. School attendance rates;
   B. Chronic absenteeism rates;
   C. Middle school dropout rates;
   D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
    A. Pupil suspension rates;
    B. Pupil expulsion rates; and
    C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
    A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
    B. Programs and services developed and provided to unduplicated pupils; and
    C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
    A. Working with the county child welfare agency to minimize changes in school placement
    B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
    C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
    D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
    A. Local priority goals; and
    B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

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

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?